DOCUMENT RESUME

ED 025 570 UD 007 610

By-Martyn, Kenneth
California Higher Education and the Disadvantaged: A Status Report.
California Coordinating Council for Higher Education, Sacramento.
Report No-CCHE-1032
Pub Date Mar 68
Note-77p.
EDRS Price MF-$0.50 HC-$3.95
Descriptors-College Admission, *College Programs, College School Cooperation, *Community Agencies (Public), *Community Colleges, Counseling, Educational Finance, *Higher Education, Mexican Americans, Negroes, Recruitment, Tutorial Programs
Identifiers-California

The report discusses the status of higher education for disadvantaged students in California. The programs in operation at public and private colleges and universities are geared toward increasing the accessibility of higher education to students from disadvantaged circumstances. Noted are special actions in recruitment, financial assistance and efforts to increase the students' interests and motivation in obtaining a college education. Special tutorial and training programs, and general community assistance directly and indirectly encourage students to develop their potential. Sections of the report detail exceptions to admissions requirements, evaluations and implementations of recommendations, and summarize findings and student aid awards. (EMB)

07610E

CALIFORNIA HIGHER EDUCATION and THE DISADVANTAGED

A STATUS REPORT

ED025570

UD 007 610

COORDINATING
COUNCIL for
HIGHER
EDUCATION

NUMBER 1032
MARCH, 1968

MEMBERS OF THE COUNCIL

Representing the General Public:
DR. ARTHUR G. COONS, Newport Beach
DR. GEORGE GELMAN, Bakersfield
LORENZO N. HOOPES, Oakland
ROBERT A. HORNBY, Los Angeles
PATTERSON N. HYNDMAN, La Mesa
KENNETH R. REARWIN, La Jolla

Representing the Private Colleges and Universities:
DR. WILLIAM C. BARK, Professor of History Stanford University
DR. GEORGE C. S. BENSON, President, Claremont Men's College
FATHER CHARLES S. CASASSA, President, Loyola University of Los Angeles, President of the Council

Representing the Community Colleges:
JAMES C. DODD, Member, Board of Governors of the California Community Colleges
MRS. CAROL W. MARSDEN, Member, Board of Governors of the California Community Colleges
STUART M. WHITE, Superintendent, State Center Junior College District

Representing the California State Colleges:
DR. GLENN S. DUMKE, Chancellor of the State Colleges
LOUIS H. HEILBRON, Trustee
CHARLES I. LUCKMAN, Trustee

Representing the University of California:
MRS. ELINOR HELLER, Regent
DE WITT A. HIGGS, Regent
CHARLES J. HITCH, President of the University

COUNCIL STAFF

DR. OWEN A. KNORR, Director
DR. WILLARD B. SPALDING, Associate Director
DR. SIDNEY W. BROSSMAN, Associate Director
MR. KEITH SEXTON, Associate Director
DR. NORMAN S. GOULD, Chief Higher Education Specialist
DR. RUSSELL L. RIESE, Chief Higher Education Specialist
MR. J. CLAUDE SCHEUERMAN, Chief Higher Education Specialist
DR. COURTLAND L. WASHBURN, Chief Higher Education Specialist
MR. DAVID A. DUXBURY, Principal Higher Education Specialist
DR. JOHN M. SMART, Principal Higher Education Specialist
MR. CHARLES McINTYRE, Associate Higher Education Specialist
MR. LELAND MYERS, Associate for Government Affairs
MR. BERT K. SIMPSON, Associate Higher Education Specialist
MR. ROBERT J. CONLY, Research Associate
MR. JAMES DE LA VERGNE, Research Associate
MR. THIERRY F. KOENIG, Research Assistant
MR. JOHN R. DYKES, Administrative Assistant
MR. DONALD L. CARPER, Junior Staff Analyst
MR. JERRY NUTTER, Junior Staff Analyst

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CALIFORNIA HIGHER EDUCATION AND THE DISADVANTAGED: A STATUS REPORT

A Report Prepared for the
Coordinating Council for Higher Education

Sacramento, California
March 1968

ED025570

UD 007 610

TABLE OF CONTENTS

Page

PREFACE ---------- i

ACTION OF THE COUNCIL

SECTION I: INTRODUCTION ---------- 1

What is the Problem? ---------- 1
Who are the Disadvantaged Students? ---------- 1
What are the Barriers to a Higher Education for Disadvantaged? ---------- 2

SECTION II: CALIFORNIA COMMUNITY COLLEGES ---------- 4

Defining the Disadvantaged and Estimates of Their Numbers ---------- 4
Efforts to Increase Interest in Attending College ---------- 5
Tutorial Programs for Enrolled Students ---------- 7
Off-Campus Tutorial Programs ---------- 8
Counseling and Other Programs for Students Enrolled ---------- 8
Programs Designed to Encourage Transfer ---------- 10
New Programs ---------- 10

SECTION III: CALIFORNIA STATE COLLEGES ---------- 12

Defining the Disadvantaged and Estimates of Their Numbers ---------- 12
Efforts to Increase Interest in Attending College ---------- 12
Tutorial Programs for High School and Elementary Students ---------- 17
Tutorial Programs for Enrolled Students ---------- 20
Programs to Encourage Graduate Study ---------- 21
On-Campus Programs Sponsored by Off-Campus Agencies 21
Additional Special Programs ---------- 22
Plans for Additional Programs ---------- 24

SECTION IV: UNIVERSITY OF CALIFORNIA ---------- 30

Introduction ---------- 30
Definition and Numbers of Students ---------- 30
Efforts to Encourage College Attendance ---------- 30
Tutorial Programs for High School and Elementary Students ---------- 33
Tutorial and Other Programs for University Students ---------- 34
Programs to Encourage Graduate Study ---------- 36
Programs Sponsored by Student Service Agencies ---------- 36
Additional Programs ---------- 37
Program Plans for 1967-68 ---------- 38

SECTION V: INDEPENDENT COLLEGES AND UNIVERSITIES IN CALIFORNIA ---------- 39

Defining the Disadvantaged and Estimate of Their Numbers ---------- 39
Efforts to Increase Interest in Attending College ---------- 39
Programs Aiding High School and Elementary School Students ---------- 40
On-Campus Programs Aiding Disadvantaged ---------- 41
Programs to Increase Attendance in Graduate Programs- 43
Additional Programs ---------- 43
Program Plans ---------- 43

TABLE OF CONTENTS, CONTINUED

SECTION VI: FINANCIAL AID PROGRAMS FOR DISADVANTAGED -- 45

Federal Aid Programs -------------------------------- 45
Special Efforts -------------------------------- 47

SECTION VII: EXCEPTIONS TO ADMISSIONS REQUIREMENTS AT THE UNIVERSITY AND STATE COLLEGES ----- 49

University of California -------------------------------- 50
California State Colleges -------------------------------- 53
Summary and Comment -------------------------------- 56
Advanced Standing Exceptions -------------------------------- 58

SECTION VIII: OTHER PROGRAMS: EVALUATIONS AND IMPLEMENTATION OF COUNCIL RECOMMENDATIONS -------------------------------- 60

Other Programs -------------------------------- 60
Evaluations -------------------------------- 61
Implementation of Council Recommendations ------------- 62

SECTION IX: SUMMARY OF FINDINGS ------------------------- 65

APPENDIX: Table A: Summary of Student Aid Awards--Graduate and Undergraduate, U.C., C.S.C., J.C., P.C., July 1966 - June 1967 --------------- 68

TABLES IN TEXT

I ADMISSION OF FIRST-TIME FRESHMEN TO THE UNIVERSITY THROUGH THE "2% EXCEPTION RULE" - FALL TERM 1966 AND 1967 ---------- 52

II ADMISSION OF STUDENTS TO ADVANCED STANDING IN THE UNIVERSITY THROUGH THE "2% EXCEPTION RULE" - FALL TERM 1966 AND 1967 ------------------------------ 52

III ADMISSION OF FIRST-TIME FRESHMEN TO THE CALIFORNIA STATE COLLEGES THROUGH THE "2% EXCEPTION RULE" - FALL TERM 1966 AND 1967 ------------------------------ 54

IV ADMISSION OF STUDENTS TO ADVANCED STANDING IN THE CALIFORNIA STATE COLLEGES THROUGH THE "2% EXCEPTION RULE" - FALL TERM 1966 AND 1967 ------------------------------ 55

V COMPARISON OF UNIVERSITY AND STATE COLLEGES ADMISSION OF FIRST-TIME FRESHMEN THROUGH THE "2% EXCEPTION RULE" - FALL TERM 1966 AND 1967 ------------------------------ 57

VI COMPARISON OF UNIVERSITY AND STATE COLLEGE ADMISSION OF STUDENTS TO ADVANCED STANDING THROUGH THE "2% EXCEPTION RULE" - FALL TERM 1966 AND 1967 ------------------------------ 59

PREFACE

In May 1966 the Council received and acted upon a report prepared on contract for the Council by Dr. Kenneth Martyn, now Vice President for Academic Affairs, California State College at Los Angeles. Dr. Martyn's report sought to survey existing and planned programs designed to increase opportunities in higher education for students with disadvantaged backgrounds. From this survey, both of California programs as well as several others nationwide, Dr. Martyn developed a number of recommendations to the Council. Many of these were approved by the Council as proposed, others with some modification.

The May 1966 statements of the Council were as follows:

1. The Council directs its staff to actively encourage the segments of public higher education, together with other interested agencies such as the Office of Compensatory Education, California State Scholarship Commission and private colleges and universities as they may wish to participate, to develop special regional and/or state-wide efforts to provide information concerning financial aid and college admissions information to counselors, junior and senior high school students, and their parents, especially from disadvantaged areas. Such special efforts might include preparation of special printed materials and organization of task forces; a pilot effort may first be made in a geographical area of major need.

2. In recognition of the special opportunity and benefits of the federally sponsored Work Study program, the Council advises the Trustees of the California State Colleges, the Regents of the University of California, and State Board of Education on behalf of the public Junior Colleges, and private colleges and universities to expand Work Study programs among the institutions of each segment. Each governing board on behalf of their respective institutions shall report to the Council by September 1, 1967, on the extent and uses of Work Study programs at that time.

3. The Council requests the California State Scholarship Commission to assess the need for undergraduate and graduate grants-in-aid in the segments of higher education in light of previous proposals and studies and taking note of current programs such as those of the Regents of the University of California and the newly developed federal programs. The report of this review should be made to the Council by November 1, 1967, and should include recommendations as to method of administration and source of funds should new, special state programs be found necessary.

4. The Council directs its staff to study jointly with the segments of higher education, the desirability of experimental higher education institutions and programs designed to meet the requirements of culturally disadvantaged students. This study of need for experimental institutions and programs to be reported to the Council by November 1967, with progress reports invited by November 1966, should take into account factors of location, student ethnic mix, overall curricula, and the employment of existing institutions and programs in such a manner.

5. The Council advises the Trustees, the Regents, the State Board of Education on behalf of the public Junior Colleges and the private colleges and universities to encourage the continued development of student tutorial and community involvement projects conducted at individual colleges and campuses.

6. The Council advises the Trustees, the Regents, the State Board of Education on behalf of the public Junior Colleges and the private colleges and universities to explore ways of expanding efforts to stimulate students from disadvantaged situations to seek higher education. These efforts should take place within present admissions policies and procedures--placing a special responsibility upon California's public Junior Colleges.

7. The Council directs its staff, as a part of previously approved studies, to pay particular attention to the current and possible employment of the 2% exception to State College and University first-time freshmen admissions procedures for admission of disadvantaged students not otherwise eligible and to determine whether the 2% exception should be expanded with an additional 2% to accommodate such students. The Council further directs its staff to examine the possible employment of an additional 2% exception to State College and University Junior College transfer admission procedures for students who have completed 60 or more units [later corrected to "60 or less units"] and who are disadvantaged students not otherwise eligible.

8. The Council requests the Trustees, Regents, and private colleges and universities to study the special programs designed or used for compensatory education of the disadvantaged in their respective institutions and to make report of such studies to the Council by September 1, 1967. Such studies should include emphasis on an evaluation of the programs in terms of student success and later progress in higher education and need for new approaches. The Council requests that the State Board of Education on behalf of the public Junior Colleges conduct a similar study for report by September 1, 1967, including examination of the need for and value of special learning centers for disadvantaged students. The Director of the Council shall suggest elements to be included within these studies; the studies shall be reviewed by the staff and comment made thereon to the Council.

9. The Council advises the University of California that to undertake an interdisciplinary continuing study of the basic requirements of the socio-economically disadvantaged would be in the interest of the state.

10. The Council advises the California State Colleges that establishment of an institute for the study of teaching reading and language skills to the disadvantaged would be in the interest of the state.

Implementation of these recommendations is considered at the conclusion of the report in Section VIII. Recommendation No. 7 concerning the question of modification of the 2% exceptions to admissions is considered separately in Section VII.

In September of 1966, the Council staff called together an ad hoc group including representatives of the four segments of higher education plus the California State Scholarship and Loan Commission and the Office of Compensatory Education to consider plans and processes for implementation of the Council's recommendations. This same group met again in April 1967 to discuss progress made.

The ad hoc committee at its April meeting determined that a report to the Council was called for, not only to catalogue the status of implementation of the May 1966 actions, but to bring up-to-date a statement of the collegiate programs offered by higher education. It was clear that a number of new programs were in the stage of development and existing programs were being expanded.

The general problem of student access to higher education and of the programs and methods to encourage such access have indicated the desirability of reporting to the Council at this time. Continued, periodic reportings of developments will most likely be called for in the future not only to the Council, but to other interested agencies and groups.

A number of persons have contributed to the development of this report. Assistant Vice President William Shepard and his staff prepared material relating to University of California programs. Associate Dean Julian Roth of the California State Colleges collected information on the State College activities and Robert Bess collected data on exceptions procedures for that system. Miss Audrey Anderson, Dean of Students at Mills College, undertook the task of distributing questionnaires to private colleges and universities. This material was then collected and digested in the Council offices. The Council staff undertook the task of collecting and summarizing data on Junior College programs.

Several other individuals have been helpful in providing comments and suggestions. Kenneth Martyn has continued to be most interested in the general subject. Dr. Ernest Berg and Dayton Axtell of the Peralta College district have been consulted on results of their intensive study of Junior College programs for the disadvantaged being prepared for the Junior College Advisory Panel to the State Board of Education. In exchange results of the Council survey have been made available to them to assist in their identification of projects and programs for close examination.

Benjamin McKendall, Assistant Director for the College Entrance Examination Board in Palo Alto, has been most helpful in supplying materials and giving perspective to a number of problems relating to opportunities for disadvantaged students. Sumner Gambee, Field Representative, Bureau of Higher Education of the U. S. Office of Education in San Francisco, also must be recognized for his assistance in commenting on financial aid availability.

Finally, members of an ad hoc committee have been of major assistance in reviewing the draft of this report and suggesting alternative next steps. The committee included:

Miss Audrey Anderson, Mills College
Mr. Dayton Axtell, Peralta Colleges
Dr. Ernest Berg, Peralta Colleges
Mr. Robert Bess, California State Colleges
Dr. Edmond Hallberg, California State College at Los Angeles
Dr. William Shepard, University of California

Council staff participating in the report's preparation included John M. Smart and Courtland Washburn. Brian Meith, Sacramento State College graduate student, assisted.

ACTION OF THE COUNCIL[a]

RESOLVED, That the universities and colleges in California, both public and private, be encouraged to continue and expand their efforts to recruit academically qualified students from disadvantaged groups to apply for admission to their respective institutions; and be it further

RESOLVED, That the Coordinating Council for Higher Education urges these institutions to give maximum attention to the problem of providing higher education to disadvantaged students who have collegiate ability but are not otherwise eligible academically; and be it further

RESOLVED, That in order to implement this policy such students be admitted to the University of California and the California State Colleges, at their discretion, without application of existing admission standards up to the full number that the special programs for such students, as developed by those institutions, may absorb (not to exceed an additional 2% of freshman admissions and 2% of applications for transfer with less than 56 units); and be it further

RESOLVED, That such programs be developed or expanded in accordance with sound academic criteria; and be it further

RESOLVED, That the Legislature be requested to appropriate funds to support such programs, over and above 1966-67 levels, both in the form of financial aid for students and support for the academic programs involved; and be it further

RESOLVED, That the Junior Colleges should play a particularly important role in this effort, share in such support and cooperate with the four-year institutions in transfer cases; and be it further

RESOLVED, That the University and State Colleges provide all available studies and give all possible assistance to the State Board and Department of Education, and indirectly to the school districts to enable them, in the long range, to provide such educational assistance and motivation as will reduce cultural disadvantages to a minimum; and be it further

RESOLVED, That the Director report to the Council the implementation of the foregoing and evaluation thereof in two years; and be it finally

RESOLVED, That no solution of this problem is possible solely in educational terms, but it is recognized that educational institutions must do their share.

---

[a] Adopted February 20, 1968.

SECTION I

INTRODUCTION

What is the Problem?

In a number of different ways higher education may contribute to the solving of general problems of poverty and reduced opportunities. Colleges and universities may aid communities in dealing with their problems through the efforts and resources of faculty and student body. Faculty members and administrative staff can work to reduce the causes and effects of poverty. They may work as well in searching for solutions to racial strife. Students can do tutoring work among students of all ages in an attempt to increase their basic skills. Students likewise can work with groups in attacking community problems.

The higher education institution itself may sponsor and direct various kinds of programs for college level students or adults, as for example training programs for those who work with other groups such as young children, and programs such as Upward Bound and other pre-collegiate programs designed to encourage attendance in higher education.

However, none of the programs conducted within higher education in themselves will solve the basic problems of today's society. Nevertheless it is assumed that higher education has some obligation to perform its role along with other institutions of education, social organizations, and the private sector in seeking solutions to these major problems.

At a minimum it would appear higher education should be available and open to all individuals consistent with their native abilities regardless of socio-economic background. Where apparent abilities are less than potential abilities, then ways and means, it is assumed, should be found to develop that potential.

Education is generally seen to be one of the primary ways in which the individual may better his position as well as live a more satisfying and useful life. This belief is seen in the nearly universal effort to provide all young persons with a high school education--or at least some formal education through the age of 16 years. The question of "access" to primary and secondary education is no longer at issue today in California. (The question of equality and comparability of program, however, is an issue in school districts in a number of states throughout the country.)

In recent years concern has now focused on higher education as it is noted that individuals may be denied access to a higher education due perhaps to their physical location, their abilities, or their financial capacity to assume in some instances even a minimal cost for a higher education. Ability to communicate may, as well, effectively preclude some potential college students from beginning advanced programs. Further, training programs in some vocational-technical areas may be closed de facto to some would-be entrants because of union practices in employment. These and other problems relating to access to higher education concern not only persons in higher education but the general public.

This report is intended to describe in brief form what California higher education as a whole is attempting to do in respect to providing higher educational opportunities to the disadvantaged as well as some of the ways in which higher education is seeking to assist in solving community problems. It considers as well certain specific questions, most devolving from an earlier report prepared for the Council by Kenneth Martyn.

Who are the Disadvantaged Students?

No hard and fast definition of who is "disadvantaged" is possible. If it were, then solutions to problems relating to the so-defined "disadvantaged" would be simpler. Low income, home (be it urban ghetto or depressed rural area), and in many instances race are the factors which coupled together identify the persons for which there is concern. The extent of being disadvantaged may vary. Limited opportunities to the Negro due to race or to the Mexican-American (and Negro in many instances) due to language make for a situation in which such an individual has a greater "disadvantage" to overcome than a white person in similar circumstances. The extent of "disadvantageness" is a relative thing.

Following an extensive review of the literature and in light of contacts with institutions, Martyn in his 1966 report concluded:

> Whether he is termed culturally disadvantaged, economically disadvantaged, or socio-economically disadvantaged, essentially such a student is from a family with extremely low income, most often living in the slum areas of cities or extremely poor and isolated areas in rural communities.

This definition has served as the operating statement in the course of preparing this report. Significant variations where they occur are noted in the discussion of segmental programs.

From such a general definition as the above no precise calculation of how many "disadvantaged" students there are, or might be, can be made. We may ask how many students are in programs for the disadvantaged in higher education (or in programs sponsored by higher education); or we may ask how many students are identifiable as disadvantaged. This does not, however, indicate true numbers, for studies have not been conducted on any of the key questions involved in terms of a definition of "disadvantageness."

What are the Barriers to a Higher Education for Disadvantaged?

It may be said there are four general kinds of considerations which may be a barrier to attendance in higher education.[1] These, of course, may apply to any student in some degree regardless of his situation. However, these may have most meaning for the student from limited financial circumstances, living in certain cultural circumstances and who may be one of several ethnic minorities.

The financial barrier has been discussed in a separate report to the Council as well as in reports to the segments. While efforts to reduce effectively this "barrier," especially for the most impoverished, have been made with some success, it must be pointed out that financial considerations are closely linked to the other general barriers. For example the expectation of financial assistance or low cost of education may encourage motivation.

Secondly, geographic barriers may exist for a student to attend college. In some urban areas particularly Los Angeles, public transportation is a great problem--it is costly and inefficient in time required to commute. Students with cars may be confronted with expensive commuting costs and fees for parking which prohibit him from continuing an educational program.

Motivational barriers are present in a number of different contexts. If greater numbers of disadvantaged persons are to be brought into college programs of every variety, then they must be motivated to complete high school programs and develop an expectation of success. Solution to this problem is perhaps most difficult. Its difficulty is clear when it is noted that the educational institution itself may be viewed with suspicion and distrust by many of the minority groups.

Finally, academic barriers exist in a number of different forms. The major barrier to the student is lack of preparation for college work (assuming he is potentially college-capable). In some instances specific admission standards may inhibit even very intellectually able persons from continuing.

---

[1] These areas were defined in the Martyn report of 1966.

The academic barrier may be insurmountable without intensive improvement in language and mathematical skills before entering a normal collegiate program. However, even should the student enter a college, a Junior College for example, he may soon drop out if he cannot express himself in accepted language. A number of traditionally accepted tools of testing on entrance to higher education may assume a cultural background and language ability which the student does not have. Remedial courses may fail to get at root causes for the student's academic disability.

A final point that should be emphasized is that all indications point to a general ignorance on the part of many students on how to go about getting into higher education. This is perhaps one of the simplest problems to solve.

The following four sections of the report discuss the programs and actions taken by higher education to increase the accessibility of the institutions to persons from disadvantaged circumstances. Noted are programs which concern students once they have met admission standards, programs in recruitment, and efforts to increase motivation to attend higher education. Also presented are programs extended out into the community in the form of student tutorials, special training programs, and general community assistance. These programs may indirectly encourage students to develop their potentials and seek a higher education.

SECTION II

CALIFORNIA COMMUNITY COLLEGES

California community colleges (or Junior Colleges) perhaps have the greatest role to play in providing for higher educational opportunities for the disadvantaged. The community colleges are open-door institutions. Any high school graduate or individual over 18 years of age who is determined to be capable of profiting from the college program may be admitted. This is not to say that once admitted there is a guarantee that the student will be permitted to continue if his academic performance is below a minimum level. Besides an open-door concept of admission, the community colleges throughout the state are tuition-free. Student fees, when charged, are minimal.

The open-door concept and a no direct cost program to the student world indicate that the Junior Colleges are the institutions which are possibly most accessible to students from families with lower incomes. Furthermore, the institutions are open to all comers including those with lower academic performances in high school. (We may note here that there is an apparent relationship between income levels and academic performance.[1]) Finally, greater numbers of students who are disadvantaged would be anticipated in Junior Colleges simply in relation to the overall size of the programs and the number and proximity of colleges.

While greater numbers of disadvantaged students would be anticipated now to be in Junior Colleges--and even more potentially to attend the two-year institutions--some factors may militate to prevent individual colleges from developing programs and special efforts toward this group of students. Among these factors may be the fact that Junior College faculty have little time beyond the classroom to develop special efforts for disadvantaged students. Also, Junior Colleges typically do not have student recruiting mechanisms found in four-year colleges, both public and private. As shown in a recent report to the Council on student aid, Junior Colleges have relatively little financial assistance programs available. Furthermore, district funds are often too limited to permit special program development. Residence opportunities on campus are limited and study space for students unable to study at home may be very limited. Student bodies in community colleges are perhaps less inclined to develop programs of their own than in the four-year colleges because they are less cohesive.

These factors should be kept in mind in reviewing the statewide summary of efforts which follows.

* * * * *

In September the Council staff asked each college to reply to a series of questions regarding their programs for the disadvantaged. Some 73 out of a possible 80 colleges which were maintaining programs at the time replied.[2] The replies were tabulated in quantitative terms. These findings are shown below, with explanations of some programs and statements for illustrative purposes.

Defining the Disadvantaged and Estimates of Their Numbers

The colleges were first asked if they used an operational definition of disadvantaged similar to that used in the Martyn report of 1966, namely:

---

[1] See CCHE, Financial Assistance Programs for California College and University Students, No. 67-13 Revised, October 31, 1967, Chapter I.

[2] Colleges not reporting at the time of writing included: Lassen, Marin, Mt. San Jacinto, College of the Redwoods, Santa Rosa, Shasta and Solano.

> Such a student is from a family with extremely low income, most often living in slum areas of cities or extremely poor and isolated areas in rural communities.

The colleges were then asked to indicate the number of disadvantaged students who were enrolled in the college in 1966-67 and how many were enrolled at the beginning of the academic year 1967-68 using their own operational definitions.

Most of the colleges--49 in all--indicated that they subscribed to a definition similar to that presented. Ten other schools accepted the definition with only slight modification. For example, at American River Junior College the definition would be expanded to include the student ". . . whose academic background, for mental, emotional, social or economic reasons, does not compare favorably with that of the entering 'typical' junior college student."

Some colleges place special emphasis in their working definitions upon economic background (six colleges). San Joaquin Delta College would identify persons as being disadvantaged if their parents can contribute less than $600 per year toward the expense of college. Another grouping of schools stressed academic deficiencies. Fresno City College reported, "At the present time we make no effort to identify students by income. Our approach has been, and is, to identify students by achievement and/or ability. The students' financial needs are considered on an individual basis as identified by the student."

None of the colleges used minority group membership as the key factor in determining disadvantaged status, but four did include such membership in a modification of the operational definition given or in conjunction with the economic factor. The City College of San Francisco reports their definition as: "A socio-economically disadvantaged student is one who lives, or has lived, in a situation which deprives him of the usual American cultural background and/or economic opportunity to pursue an education on an equal basis with his peers." San Jose City College moved a step beyond in writing, "Similar to the above /definition on questionnaire/ except we have developed the program specifically for members of the Mexican-American and Negro communities."

In the light of their conception of a definition of a disadvantaged student, the colleges reported the number of students enrolled in 1966-67 who could be so classified and those enrolling during the fall semester. An examination of the figures reported by each college show variation to a marked extent pointing up the fact that some colleges have sought to identify the disadvantaged for program purposes, while others have not and must resort to gross estimates. The figures presented should be further qualified by noting that even if a school has identified certain disadvantaged students, this does not mean that there are not others in the student body who haven't been singled out to participate in some special effort. Some of the colleges did not report any figures.

A totaling of the junior college responses though subject to many qualifications does, however, give some sense of magnitude of the numbers who have been identified in some fashion by the institutions--if only by recognition that they are enrolled. In all, colleges reported approximately 15,900 disadvantaged enrolled in the year 1966-67 and some 16,300 this past fall. This increase may be compared to a total full-time enrollment of 198,135 in fall 1966 and about 210,000 in fall 1967. Six colleges reported the same number for the two time periods, 36 reported some increase in numbers, while 4 reported some decrease.

Efforts to Increase Interest in Attending College

A number of efforts may be made to interest students in attending a particular college or to seek a college education as such, regardless of where pursued. Each college was asked: "What special efforts, if any, are being made to interest disadvantaged students in attending your college?"

Most colleges reported enlistment of disadvantaged students through regular recruitment procedures, but some cited special efforts and techniques beyond the normal process.

Visitation Days. Thirty schools reported counselor visits to surrounding high schools for holding talks and interviews with graduating seniors, including those who are disadvantaged. Palo Verde College stated: "Disadvantaged students are encouraged to attend the college during visits with high school students. An effort to identify the limitation imposed by lack of sufficient funds to attend the college is made during counseling sessions carried out in the high school. A special NDEA project was utilized to assist all students to continue their education and identify the opportunities for financial assistance."

At Rio Hondo College, a committee composed of civic leaders and college administrators worked on a "Career Day" held November 18, 1967. "This is known as 'Mexican-American Career Opportunities' and although, as the name implies, the work is slanted toward helping the Mexican-American youth of the community, it is hoped that others will be attracted. The purpose of the drive is to acquaint the low income families with the opportunities available through the junior college."

Community Programs. Second in order of importance for recruitment efforts designed in whole or in part for disadvantaged students was a regular contact with community programs. Twenty-seven of the colleges in the survey used this method. For example, Orange Coast College reported it is presently working in cooperation with the Mexican-American Opportunities Foundation, the League of United Latin American Citizens, and the California Community Action Committee to develop federally funded programs which will provide total training for severely disadvantaged citizens in both basic and occupational areas. A speakers' bureau in the community may also be organized such as that at Barstow. Chabot states it works with the Camp Parks Job Corp Center.

Brochures. Twenty-one of the schools reported use of printed brochures listing financial aids available to prospective students, such as part-time employment, Work Study funds, emergency loans, NDSL loans, and State Guaranteed loans. (Approximately thirty of the schools cited the use of such loans and funds as part of recruitment methods.) Cabrillo College has distributed special material in Spanish covering financial aid and an information leaflet entitled "Questions About Cabrillo College."

Other Methods. Several of the schools cited projects in the planning stages as at Contra Costa College which is seeking funds for a special mobile counseling unit and Diablo Valley College which has established a committee with a primary goal to develop an educational program appropriate to the needs of disadvantaged students and methods of enrolling more of these students in college.

Some schools, such as City College of San Francisco, have developed special pilot programs. C.C.S.F. writes, "During the summer session of 1967 an experimental program was initiated at City College to interest those high school students who would be seniors in the next school year in exploring and preparing for two-year technical vocational majors at City College. A total of 222 entered the program and a total 192 completed the six-week program with an average grade of 2.66. Although not specifically designed for disadvantaged students, a number of students in this classification were included. An additional small group of high school dropouts also enrolled and completed the program."

Los Angeles Valley College cited a variety of programs aimed at encouraging attendance in college as well as others designed to help the community. The college listed the following programs:

A - Latin-American Civic Association holds an annual workshop on the campus for Mexican-American junior and senior high school pupils to inform them of all possibilities in higher education. This is a one-day workshop situation which involves approximately 400 young people.

B - Approximately 150 of our students work as unpaid tutors with the upper elementary grade children at elementary schools where culturally and economically deprived pupils attend.

C - 1. College administrative personnel are closely involved with Destination "90" --a project to provide a better community in the San Fernando Valley, particularly with respect to the educational opportunities this junior college provides.

2. Welfare Planning Council--an organization which includes all major social agencies, public and private, to develop better plans for the community.

3. San Fernando Valley Area Association of Coordinating Councils which works with problems relating to juvenile delinquency and crime.

4. Pacoima Teen Post--where some young people who would not otherwise be informed of the advantages of a college education are counseled into attending the junior college.

5. We keep close liaison with the high school counselor with the intent to encourage a youngster to choose a realistic goal in a junior college curriculum.

D - Provision by the Associated Students of the college for $3000 for helping needy students to continue their education in the college.

E - Provision by the Associated Students of the college for the income from $20,000 trust account to provide for small scholarships for approximately fourteen entering students each year.

F - We formulated a "Project Summer 1967" with the cost partially funded by the Federal government to encourage the probationary student to enroll in courses to upgrade his study habits.

G - We send our counselors to "feeder" high schools to explain our policies.

H - We sustain an Occupational Exploration Series on our campus calendar for the year with invited guests as main speakers.

I - We have a designated, specially trained counselor for the under-achievers.

Eleven colleges, however, reported no special efforts to recruit disadvantaged. In some instances this may be ascribed to their geographical location.

Tutorial Programs for Enrolled Students

In a number of differing contexts the use of tutorial techniques (generally using qualified college students) has been applied to overcoming academic deficiencies and difficulties. The colleges were asked to describe tutorial or similar programs designed to benefit disadvantaged students who were enrolled.

Thirteen of the colleges reported tutorial programs designed for their own college students. Included in the group are six colleges which report having established on-campus tutoring or programmed learning centers. The College of San Mateo's center has two full-time staff members and approximately 60 student tutors. Long Beach City College has established a Programmed Learning Center intended to teach the fundamental skills with the assistance of programmed texts and machines. The center operates 34 hours a week and is currently enrolling seven times the number of students it did last spring.

On-campus tutoring programs may be provided by members of honor societies. Fresno, Ventura, and Los Angeles Valley, for example, report such efforts. The College of the Sequoias states that they have a program using, on a limited scale, disadvantaged students in tutoring under-achievers in basic reading skills. The program is directed by remedial instructors.

Minority group self-help programs may aid students on campus as well. San Jose City College mentions the presence on campus of two minority clubs which receive an Associated Study Body grant of $500 each: Negroes on Campus (NOC) and the Mexican-American Los Amigos, two self-help and ethnic clubs having faculty as sponsors.

Off-Campus Tutorial Programs

Twenty-one colleges stated they operated off-campus tutorial programs for elementary and high school students, or both groups. (Twenty colleges report no tutoring programs either on-campus or off.)

An example of the community-oriented program is one of San Joaquin Delta College which permits members of a sociology course to receive credit for tutoring disadvantaged students in three elementary schools in Stockton. Similar programs are at Barstow. Los Angeles Valley states that a voluntary group of 150 of their students work with elementary school children in the upper grades in disadvantaged areas. This program is administered entirely by the students.

The student may as well provide general assistance for programs designed to help a number of disadvantaged groups. Students are used to work in Upward Bound, Head Start and community child day-care centers. At Chaffey College students work on the Dependency Prevention Committee assisting persons who are not high school graduates in obtaining a diploma.

At City College of San Francisco students operate a tutorial program for children age 8-12 from socio-economically disadvantaged areas. Here the main emphasis is on reading, and secondarily on mathematics. Emphasis is also placed on "community awareness" as students are taken to such cultural events as the theater and to visit museums. At Riverside City College the tutorial program is ". . . designed to help disadvantaged students in both elementary and junior high school. The tutoring is done on a volunteer basis with R.C.C. tutors working very closely with the elementary and junior high classroom teachers. Each tutor is assigned a child with academic deficiencies, very often reading, and works with him on an individual basis. All tutors meet with their students at least twice a week."

Los Angeles City College states it is participating in the E.P.I.C. program of California State College at Los Angeles and, as well, is working with V.I.S.T.A. volunteers.

Counseling and Other Programs for Students Enrolled

The colleges in their replies indicated a number of on-campus programs besides those involving the use of tutors.

Twenty-eight of the schools surveyed cited the use of general counseling and five of the schools mention special counseling for disadvantaged. At Fresno City College, where in addition to orientation and group guidance classes taught by counselors, an experiment was attempted in 1966-67 in intensive individual and group counseling for a group of students disqualified from college because of low grades.

Special summer projects have also been initiated as at Pasadena City College where, "This past summer we participated in a Pasadena Commission on Human Need and Opportunity Program entitled Project College Bound, funded partly by the Junior College District but largely by the Office of Economic Opportunity. Forty-one graduating summer school students from impoverished families attended. The prime objective of the program was to motivate the student, make him realize that he had the ability to do college-level work, and encourage him to attend college. Students were placed in part-time positions for ten weeks in non-project community organizations."

Most colleges offer general remedial services and core courses for under-achievers. Although most of these offerings are of a general nature, several of the schools have developed special programs designed especially to help the disadvantaged student. San Bernardino Valley College has special programs for the student who comes from high school with a grade point average below 2.0 and scores low on the SCAT Placement Test. Merritt College has shown special interest in this area which is: "An academic program, cutting across all disciplines . . . set up for the academically disadvantaged (almost all of whom also fall into the category of socio-economically disadvantaged). This program has as its goal the bringing of meaning into the lives of its students, regardless of their ability or desire to attend college further. Classes are all small, they are all taught by instructors who volunteered to teach them and the positive approach is followed." At Foothill College special courses in Orientation to College, Study Skills, Reading Improvement and Remedial English are taught as a block by instructors and counselors under the "Good Start Program."

Los Angeles City College has developed what it calls a Developmental Studies Program. The Program offers remedial courses in Communications and Reading Improvement to students placing on the bottom tenth percentile on the "SCAT" test. In addition students may elect one course in Mathematics, Biological Sciences, Social Science, Secretarial Sciences and Humanities which have been designed to meet the needs of those students. Also maintained is a tutorial bureau, manned by students from the regular classes offering two hours of tutoring to students in the remedial program in groups of various size. Teachers, as well as tutors, meet with students to enable them to practice developing their skills. The college reports as well that a six-week pilot project was held last summer for under-privileged and bilingual high school students in an attempt to prepare the student for college life. Additionally a group of students who did poorly in their first year were taught how to study and were given training in reading improvement.

Another program is described by American River College:

> Our extensive counseling program, beginning with placement which is determined by high school transcripts and placement examinations, puts disadvantaged students in our remedial or tutorial programs. Our special program is called Psych A. The major or core base carries five units for the course. The student also takes remedial reading and is encouraged to take a skill course of some kind. The plan is to give this student, who is, in reality, not a college student, every possible advantage to develop the basic academic work and to attempt to develop at least an interest in a skill. The Psych A program increases each year approximately ten percent. For the most part these students work toward an AA degree and in thirty percent of these cases they achieve the degree. In general, the rest of the students absorb little of the college academic understanding. Whether or not they achieve the two-year degree, after at least one year of this program, most of these students are better fitted for adult life. In a few isolated cases the Psych A program student will find he can finish a two-year degree in a transfer program and go on to graduate from a four-year school.

Pasadena City College presented an extensive statement of special projects including an expanded curriculum in restaurant management, courses in metal processes, a project in building construction (involving the actual construction of a house on campus), a special course in drafting for displaced workers and others in rehabilitation and retraining programs, courses in printing and automotive mechanics and a Pasadena School Committee for Americans of Mexican descent in which some 900 persons at college and high school levels have been identified of which approximately 90% are known to need help.

Los Angeles Valley has provided a Study Skills center and a Listening Center, the former utilizing programmed learning texts and programmed films--the latter using audio tapes. "During the year 1966-67 more than 1800 disadvantaged, about 10% of the school population of day and evening, enrolled in using a particular program. The cost of providing our Study Skills Center was about $180,000 (for remodeling a building, equipment, materials and supplies). Staff consists of one coordinator (counselor), fifteen volunteer staff advisors, and six student workers under the Economic Opportunity Act--Work Study Program." The college also offered a special summer program for students on probation designed to improve study skills. In this federally-funded program travel, tuition, and books were provided free of cost.

It appears few colleges have on their campuses programs sponsored by student service agencies such as the Y.M.C.A., Y.W.C.A., etc. An exception is the use of tutors from scholastic honor societies noted previously (four colleges).

One college, Los Angeles City College, cites the work of the University Religious Conference in sponsoring programs involving college students and in cooperating in the summer months in programs designed to reach high school and elementary school students. They also call attention to the institution's own Youth Service programs designed mainly to reach elementary, junior high and senior high school students.

Programs Designed to Encourage Transfer

Each college was asked if it conducted special programs to encourage disadvantaged students to transfer to four-year institutions after completion of the Junior College curriculum. Twenty-three who responded did not report any special efforts.

More than thirty colleges reported efforts at encouraging the expectation of transfer to a four-year college. Generally the efforts are reported as taking place within the context of counseling during the junior college years. A few colleges have developed or are cooperating in special programs designed to encourage transfer. San Diego, for example, participates in the COPE Program established to coordinate four-year and two-year efforts in assisting the disadvantaged.

Eighteen of the colleges mention that they give assistance in obtaining financial aid for prospective transfers. Typical is the response of East Los Angeles College, "The office of the Dean of Admissions and Guidance and the Dean of Students work with disadvantaged students and with the four-year institution's Financial Aids Officer in an effort to secure scholarships or other financial aid to assist these students." Three of the schools also cite efforts to assure employment at the new college in informing the student of the Work Study programs available at the next level and in helping the students make necessary contacts.

Seven of the institutions surveyed report employing special transfer procedures with the four-year state colleges and universities. Laney College replied, "Yes, maintain contact with programs such as U.C.'s E.O.P. (Educational Opportunities Program). Presently forming cooperative program with U.C. Berkeley for dual enrollment of minority students through J.C. Extension Division. Object is to minimize transfer shock for these youth." Santa Barbara City College cites a similar program for disadvantaged youth from minority groups with the University of California at Santa Barbara.

It should be noted here that practically all of the colleges responded to the question concerning efforts to assist the transfer of disadvantaged with procedures and practices used in all general transfer cases. Only in transfer programs with the University was there indicated a direct attempt to recruit disadvantaged students (minority members), in J.C.'s specifically for the University four-year programs.

New Programs

While most colleges reported general expansion of existing efforts of the various types described above, few identified specific, new programs for 1967-68 year or beyond. Among more recent plans reported was that of Monterey Peninsula. The college reported that a special class in bookkeeping and business machine operation is being planned for disadvantaged students enrolled in a College M.D.T.A. cook training program. They also state a vocation program to train power sewing machine operators is being developed cooperatively with the California Employment Service and the Monterey County Anti-Poverty Coordinating Council. In addition the current chef training program which is preparing 60 chefs and the waitress program which is training 90 waiters and waitresses of whom 80% or more are disadvantaged, the college is planning M.D.T.A. training programs for 20 clerical workers, 20 appliance repairmen and 20 salespersons, with 80% of the students in each category disadvantaged. A course is now under study which would prepare 12 disadvantaged students with very low abilities as dishwashers.

Chabot has indicated that the Youth Opportunity Board has joined our efforts in a federally-supported program, resulting in a modified plan entitled "Operation Open Door," which is designed to acquaint disadvantaged high school students with the facilities and opportunities at Chabot College through campus visits, exposure to cultural events, group sessions with representatives of business and industry, special counseling and testing. Work experience and financial support would be provided for those in need.

Finally, San Francisco City College states it began a new program to be initiated in stages, beginning in the Fall semester. The first stage is the tutoring of approximately 50 of the students who were placed on probation as a result of the Spring semester grades. Approximately half the group will be Negroes. If funds are available, this structured tutoring program will be expanded for the Spring semester. By the Fall semester, 1968, it is planned to expand the tutoring program to approximately 250 underachievers, with the one to one daily tutoring being supplemented by remedial reading and phonics courses and by group guidance courses designed specifically for the under-privileged and underachievers, and to correlate the program with employment opportunities in San Francisco.

SECTION III

CALIFORNIA STATE COLLEGES[1]

Over the past year the State Colleges report a number of developments throughout the system in instituting and improving programs for disadvantaged students. This section offers a focused overview of the systemwide operation by example-types of the colleges' respective experimental and exemplary programs.

Defining the Disadvantaged and Estimates of Their Numbers

The majority of the State Colleges do not attempt to hold to a strict definition of the socio-economically disadvantaged student. The following definitions are among those used:

> California State College at Long Beach defines the disadvantaged student as a student who comes from a low income family and who has the potential to perform academically on the college level but who, because of certain handicaps arising from his environment, such as economics, language, social and/or educational factors, is unable to utilize his potential unless certain compensatory education measures are initiated.
>
> California State Polytechnic College, Kellogg-Voorhis defines the disadvantaged student as one with "exceptional financial need," coming from families who can contribute less than $600 per year toward the expenses of the post-secondary education.
>
> San Diego State College defines a disadvantaged student as one whose social, economical, cultural and/or educational background preparation, motivation and/or environment are not conducive to attainment of higher educational opportunities and goals without assistance, support and encouragement from educational institutions, agencies and community, persons concerned with his general welfare.

For purposes of higher education, the disadvantaged student may be of several types:

(a) Academically able and eligible for college but lacking in financial support to obtain a college education.

(b) Academically able but ineligible for admission to college by regular standards because of educational deficiencies, social problems, and also lacking in financial support.

Both types of students should clearly be given an opportunity to achieve on a post-secondary level. Both will succeed if given the type of assistance available through an educational opportunities program; however, neither student type would ordinarily attend college without assistance.

Efforts to Increase Interest in Attending College

California State College at Dominguez Hills, in their Relations-with-Schools-Program, serves more than sixty high schools in Southwest Los Angeles County. The Financial Aids Office has made a special effort to acquaint students from low socio-economic communities to make application for financial aid.

---

[1] This material is the result of a survey conducted by the Office of the Chancellor, Division of Academic Planning, California State Colleges.

California State College at Fullerton's Personnel Office has worked for four years in cooperation with the "Community Work Training Program." In the Welfare Agency's computer center, there is a youth corps, some of whom are school dropouts. These are disadvantaged young people who work for CSCF during the summer. Approximately 20 students are involved. The texts used for training are those used in professional business schools.

California State College at Hayward has representatives from the Admissions and Records Office visit high schools in Oakland and Berkeley.

California State College at Long Beach this year implemented a planned program (Operation Outreach) for recruiting disadvantaged students. The Outreach Program assists these students to develop their potential by encouraging them to apply, by aiding in their admission and by helping to meet financial and academic needs when they are admitted. Counselors from the college, as well as college work-study students have formulated a planned program of visitation activities to reach the surrounding private and public high schools. The Outreach Program is conceived primarily on a volunteer basis.

California State College at Los Angeles has several methods of recruitment:

(a) The Institutional Relations Coordinator regularly visits all schools in the disadvantaged areas. High school counselors have been advised that the college is anxious to receive recommendations concerning disadvantaged students who might have potential for success in college. Presentations are made to individual students, student groups, and high school counselors.

(b) EPIC (Educational Participation in Communities) college student volunteers work in high schools and community agencies recruiting disadvantaged students on a one-to-one basis. On campus, EPIC volunteers provide college tours for community agency groups geared to college recruiting.

(c) A major element in the recruitment of students from among culturally disadvantaged youth is the placing of student teachers in schools in disadvantaged areas. Since initiation of a formalized program of this kind four years ago, approximately 25% of the students in teacher-training have been placed in such schools. Both the student teachers and the master teachers actively seek students who have the potential to do college work and encourage them to continue their education beyond high school. Special counseling and help with financial problems can then be arranged.

(d) The 2% rule (see Section VII) has been used to admit students who have not met the admission requirements but appear to have at least a 25% chance for success (substantiated by a 2.0 average at the end of the first quarter). Four of the 23 first-time freshmen admitted in Fall 1967 came from high schools in areas classified as "disadvantaged," and 29 of the 105 transfer students admitted at the same time under this rule could be identified as from disadvantaged areas.

(e) Project Incentive involved a joint effort by C.S.C.L.A. and the Los Angeles City Schools, with OEO support, to raise the aspiration levels of junior high school students in seven schools in Each Los Angeles. Some 350 selected students of high potential but low achievement and low aspiration, stemming basically from culturally deprived backgrounds, were exposed to new learning experiences, including group counseling, field trips, and classroom and laboratory experiences on campus. Discussions with parents were an important part of the program.

(f) A new program was established in 1966-67 under which members of the college faculty were brought into contact with high school and junior college faculty in the same disciplines. Initial meetings were with administrators and counselors in the districts which are "feeders" for the college. Descriptive brochures about departmental offerings were also prepared. While the program is expected to develop better communications among the institutions in many ways, one important goal is to provide information which will be used to stimulate students from disadvantaged areas to consider enrollment in the college.

California State College at San Bernardino makes regular contact of the disadvantaged youth by the Admissions Representative at each high school. The Financial Aid Office is working with the College Assistance Program, a nationwide program designed primarily to help students from minority groups meet college expenses involving the coordinated efforts of the college and the community. The college has also held meetings for the general public in cooperation with the *Social Lites*, a women's organization which awards an annual scholarship, mainly to Negro students, to discuss financial aid programs and to assist students in college.

At present, the Office of Financial Aid at *California State Polytechnic College, Kellogg-Voorhis Campus*, publicizes the existence of the programs listed in the college catalog and answers all requests concerning financial aid with a single "Summary Sheet of College Aid Programs." The summary sheet is also sent to each student who receives an admission notice from Cal Poly.

During the 1966-67 year, the Office of Relations with Schools mailed to high school and Junior College agriculture teachers in 84 Southern California schools a special letter announcing the availability of some programs of financial aid to assist capable but needy students in earning their bachelor's degree. Teachers of agriculture were asked to identify such students from their own community so the college could follow up with direct contacts to the potential student. Three potential students were so identified. Follow-up contacts, however, went unanswered in each case.

At *California State Polytechnic College, San Luis Obispo*, regular statements appear in the publications, *Notes for Counselors* and *Financial Aid for Students*, which are mailed to all principals, head counselors, and vocational agriculture teachers of each high school and Junior College and in the college newspaper, *El Mustang*. Assistance is obtained from local social service organizations in locating potentially qualified students.

At *Chico State College*, the recruitment and subsequent admission of students in this category appears to fall into three sub-groups:

(a) Recruitment of those students from Upward Bound projects and, if necessary, their admission under the "2% exception clause." Chico State College admitted for the Fall 1967 semester twelve students identified as Upward Bound graduates. Ten of these twelve students were clearly eligible for admission. Nine of the twelve actually registered for classes this fall.

(b) Recruitment and enabling of admission for students in our nine county primary service area is implemented through long standing and regularly reinforced visits by college representatives to all feeder high schools and Junior Colleges. College representatives, high school counselors, and Junior College counselors are asked to assist in identification of students in need of financial assistance.

(c) Movement is currently under way to place representatives of the college in contact with Junior College and high school counselors throughout the state. Through this program it is hoped that identification of potential students especially those from high schools which are situated in underprivileged areas may lead to attendance at Chico State College within the framework of establishing a student body broadly representative of the population of young people in the state.

Fresno State College has two noteworthy programs:

(a) The identification and recruitment is handled by a team of three men (alumni of the college) who are involved in the problems of the depressed areas of Fresno and who have many contacts in the Negro and Mexican-American communities. These men make their selections on the basis of their own evaluation of the individuals suggested to them by high school teachers and counselors, community center directors, and others. High school records are then used to select a group of 20 students for the program. None of these students are admitted to the college under the normal admission rules; instead, they are admitted under the "2% rule." Seventeen students actually began the program this semester.

(b) Since September 1965, the college, in cooperation with the high school located in the depressed area in Fresno, has conducted a college motivation program (the "College Prep Club") with approximately 250 ninth, tenth, and eleventh grade students. This program includes remedial tutoring, visits to various college campuses, discussions with parents, field trips, and certain other activities all of which are designed to motivate and better prepare the students to continue their formal education beyond high school. The success of this program, as evaluated by the high school officials and the participating students, has prompted the city and county school administration to request the college to continue the program at the one high school and to extend the benefits of such a program to youths in other areas of the city and county.

San Jose State College's Financial Aids Office conducts a series of seminars with all guidance counselors in the secondary schools in our service area. The purpose of these seminars will be to explain in depth all types of financial aid available at San Jose State College and methods that might be used in counseling potential college students. An extension class will be presented for high school guidance counselors. The purpose of the class is to provide information that will enable them to counsel students concerning the types of financial aid specifically designed for students. Emphasis will be placed on referring these students from low income families to the appropriate college personnel so that the student can be processed for financial aid.

The Financial Aids Office has prepared an application for an Office of Economic Opportunity "Upward Bound" Program for the summer of 1968. Special sessions on financial aid will be included as a part of this project.

Project LEAP (Latent Educational Abilities Program) is one of the organized efforts on this campus to help the disadvantaged student enroll and succeed in college.

Flexibility in admission standards is authorized by the two percent admissions policy for these students. The major characteristics of Project LEAP include the following:

(a) Dialogue and collaboration with secondary school counselors and establishing a recruitment and screening procedure for disadvantaged students who perform below average but who are judged to have a potential for college work.

(b) Contact with these students and completion of the application and acceptance cycle by the admissions office.

(c) Contact with the accepted disadvantaged student by the college coordinator and college student members of the campus sponsoring organization, Student Initiative.

(d) Scheduling of meetings on the campus for the purposes of getting acquainted, counsel, and college orientation.

(e) Provision of tutors on a buddy or one-to-one ratio for each accepted student.

(f) Continuous contact, service, and reinforcement in academic as well as social activities.

(g) Provision and availability of a Project Center which will be open daily for use by Project LEAP students and their tutors.

It should be noted that the program is completely staffed at this moment with volunteer personnel--faculty coordinator and student tutors. The college provides the Center and furnishings.

This program was approved just prior to the beginning of summer vacation and time has been a factor in the ability to implement the total program. Students are recruited from the school community at large, though there is a greater representation of the largest ethnic minority group, which is the Mexican-American.

Also, in November 1966, the Financial Aids Office sent letters to all California colleges and universities who were participating in Upward Bound, stating that the college would arrange an appropriate financial aid package for any Upward Bound student who is admitted to San Jose State College. These letters, plus telephone contact with the institutions, have assisted the college in arranging good channels of communication.

During the second semester of 1966-67, the College-High School Subcommittee of the San Diego State Full Participation Committee actively recruited high school seniors in San Diego city and county schools. Teams composed of professors and students talked with students and counselors and encouraged the seniors to attend San Diego State. The education consultant of the Citizens Interracial Committee also assisted in the recruitment of seniors and Junior College students from schools with predominant or large minority populations.

For 1967-68, an Educational Opportunities Program Office was established under the direction of the Vice President for Administration. A director and assistant to the Vice President began work on August 1, 1967, and by the time school opened in September, 78 persons had been admitted as EOP students. Thirty-three of these students were admitted under the 2% rule. Four of the thirty-three so admitted are former enrollees in the Self-Help through Leadership program of the Economic Opportunity Commission (Anti-Poverty Program). They were recruited, together with seven other 2% students through the efforts of a professor of social work whose headquarters at the Episcopal Community Service Center puts him in contact with the community where the disadvantaged live and work.

The EOP Office has arranged for two student tours from Lincoln High School at San Diego State's campus. These tours will involve students from disadvantaged backgrounds and they will visit--and where possible participate in--classes on the State College campus. The chairman of the College-High School Relations Subcommittee is polling the faculty in order to set up a schedule of classes in a variety of departments. This information will then be provided the director of the EOP for scheduling with the high schools in the city and county where disadvantaged students constitute a large portion of the school population. Students are being encouraged to visit college classes at any time.

During the past three years, San Francisco State College has been involved in several recruitment programs at the high school level--particularly in high schools where the student body is comprised predominantly of minority groups. Those programs now in operation on the campus are as follows:

(a) S.T.E.P.--The Sausalito Teacher Education Project is a grant-supported program at San Francisco which is being conducted in the Sausalito schools. Its purpose is to recruit "disadvantaged" students who are potential "Teachers of the disadvantaged." Fourteen students enrolled at San Francisco in the Fall of 1967 as a result of the S.T.E.P. recruitment efforts.

(b) Upward Bound--This is a federally funded program under the Office of Economic Opportunity. Eight Upward Bound students enrolled at San Francisco State in the Fall of 1967 as a direct result of the recruitment efforts of this program.

(c) Black Student Union Program--Through the Black Students' Union forty-four students were identified as potential college students and were admitted to San Francisco State under a special admissions program which is geared to allow the "disadvantaged" high school and college student to continue in higher education.

(d) College Commitment Program--This program is jointly sponsored by San Francisco State College and the University of California, Berkeley. Through this program, eight college counseling assistants (graduate students) are placed in high schools in the Bay Area. They work to reorient intelligent, able students who have good college potential, but who have not been motivated to think of college as an achievable goal.

Tutorial Programs for High School and Elementary Students

At California State College at Dominguez Hills, 20 student volunteers are tutors of remedial work assisting experienced elementary school teachers in the neighboring public schools.

California State College at Long Beach has a program called "Project Tutor," part of the Human Relations Commission of the Associated Students. Student volunteers from the college work at centrally located centers in the community to tutor elementary, junior high and high school disadvantaged students after school hours. The tutoring program has been in existence for three years. Approximately 75 students were involved in this program in 1966-67.

California State College at Los Angeles for some years has been engaged actively in various programs to improve the preparation of teachers who serve in disadvantaged areas. In many cases the programs also help in a tutorial manner those students who are in the classes which are part of the training processes or experiments. For example, in 1966-67:

(a) A pre-school educational program for disadvantaged children, involving two classes of 15 to 17 children each, was operated by the college. Broad objectives were development of new curricula, materials and technology; use in teacher training; development of parent education techniques; and services to the children in the classes.

(b) The Malabar Language Development Project also dealt with pre-school children, from the Spanish-speaking community. The object was to increase children's awareness of language so they could read better, and also to minimize the language confusion which frequently has been found in American children in Spanish-speaking families. Student teachers from the college served in many schools in disadvantaged areas of Los Angeles and other communities. In addition, several other courses in the School of Education required actual participation and observation in community activities in disadvantaged areas. Many of the college students took part in tutorial programs for elementary or secondary students as part of their work in these courses.

EPIC (Educational Participation in Communities)--college student volunteers have been active in after-school tutorial programs in area schools. Tutorial programs have increased to during-school hours; volunteers serve as teacher aids and provide both group and individual tutoring. Present planning calls for tutoring programs into homes of disadvantaged youth.

At California State College at San Bernardino, the Women's Service Club, a campus student organization, sponsors a tutorial program for elementary school children in the San Bernardino area. Under this program each student tutors an elementary child one hour each week under the supervision of the teacher of the class.

At California State Polytechnic College, Kellogg-Voorhis Campus, the Mexican-American Student Association (MASA) sponsors a tutoring project in collaboration with the Rowland School District in the city of La Puente. The members of MASA enlist other students on the campus to serve as tutors on a voluntary basis. They are given administrative aid by members of the Social Sciences, Psychology, and Teacher Preparation staffs. Tutors are majors in a great variety of subjects at the college.

The program obtains its financial support from two sources: Federal Anti-Poverty funds administered by Rowland School District and Federal Work-Study funds matched by college funds from the Social Science Department. In the past two years the Associated Students' Organization has also contributed a small amount of money toward the expenses of the project. The Rowland funds pay for school buses to bring their people to the college, refreshments--cookies and punch to keep youthful appetites from deterring the learning process, and teachers to accompany the young people on their trips. College monies pay the salary of a Cal Poly student who coordinates the project as a part-time job.

At California State Polytechnic College, San Luis Obispo, during the past two years the Cal Poly student-centered One-to-One Tutorial Project has grown from ten student tutors with a waiting list of more children than tutors last year, once totaling as many as 75 students.

At the present time, the Department of Education is advising a student group called PALS. Under this program college students meet with elementary children (grades K-3) on a One-to-One basis for approximately 1 1/2 hours per week. The major purpose is to provide enrichment activities for disadvantaged children; these pre-planned activities are structured both as group get-togethers and on an individual basis. Membership in PALS has increased from 14 to 16 within the past year; slow growth is deemed necessary since some experience in working with young children is a requirement for membership. The children are identified by the school principals; home-school relationships with the college students has been excellent.

Counseling Services for Disadvantaged Students in the Department of Education include:

(a) Provide occupational information, testing and counseling for some of the disadvantaged students attending Mission High School.

(b) In-service education regarding counseling of disadvantaged students at Taft High School.

(c) Research and suggesting evaluation procedures for disadvantaged children in projects at Lucia Mar Unified School District.

(d) Assist teachers of the disadvantaged by offering testing services to children enrolled in their classes.

(e) In-service education for Head Start Follow-up project.

(f) One-week workshop for 65 elementary school youth (disadvantaged), their teachers and parents of Fellows School District, Taft, California, June 1966.

The Chico State College Upward Bound program involves approximately 100 high school students from thirty high schools in Northern California. Students are selected from the tenth grade and upon completion of the tenth grade are invited to Chico State College and reside in college dormitories and attend college-type, special Upward Bound classes. Classes are kept small and emphasis is on motivating the students as well as creating interest in education. Students reside on campus for eight weeks. In addition to college-type classes, a cultural and enrichment program has been instituted which includes field trips to events such as the Shakesperean Festival in Ashland, Oregon. During the school year tutoring and counseling continue. The students return the following summer. Upon completion of the eleventh and twelfth year, attempts are made to guide them into post-secondary education. At the present time, eighty percent of Upward Bound students who have been in a project two or more years are now enrolled in college.

The tutorial program operated by the Chico State student body is designed to provide young college students with opportunity to assist in working with elementary and secondary school youth in the immediate area of the college. During the 1966-67 school year, approximately three hundred secondary and elementary school students were assisted by this program.

At Fresno State College, the Student Association sponsors a tutorial program. The program is in its third year and provides approximately 100 student volunteers each semester to go out to work with students in the disadvantaged West Side of Fresno from the first grade through the freshman year in college.

This fall the Experimental College has a course conducted by the faculty director of the program which is designed to help the tutors with their work.

In addition to regular tutorial work, the students are conducting special projects. One is a Saturday morning arts and crafts class among disadvantaged young people. Another is the special tutoring of youngsters placed on probation by the City and County Juvenile Hall authorities. In addition to these, a tutorial was conducted last summer entitled "The Tutorial of Disadvantaged Children Through Industrial Education."

Humboldt State College conducts an Upward Bound Program, a tutorial program sponsored by the ASB, which aids local elementary and secondary schools. This program, in its second year, offers a broad assortment of classes, reaches a wider range of students, and has increased in student contacts from last year's 40 to this year's 150.

At San Diego State College, the Associated Students established the Community Involvement Board (CIB), and one of the programs immediately implemented involved tutoring students on the elementary school level in cooperation with the Urban League. This program is continuing and is being expanded during 1967-68. The CIB has recruited approximately 60 students to participate in its program. The Associated Students have also set aside some funds to assist the CIB in its work. The new program name is Project Outreach.

Last fall at San Jose State College, a tutorial program was begun in cooperation with the San Jose Unified School District. Students enrolled in child psychology were required to spend a minimum of 2 hours per week tutoring (in a very broad sense of the term) elementary school children from culturally disadvantaged backgrounds. The children were drawn from 16 target schools in San Jose. Approximately 250 San Jose State College students participated in this program fall semester.

Spring semester this tutorial program was broadened to include two San Jose Unified junior high schools and one senior high. In the latter, the students were enrolled in classes for the non-English speaking foreign-born. College students enrolled in adolescent psychology participated in this junior and senior high school tutoring program. Approximately 450 college students were involved in the program spring semester, tutoring children from elementary to high school age.

The orientation workshop conducted by San Jose Unified personnel at the beginning of spring semester illustrates the close cooperation between the school district and the college.

The Associated Students of San Francisco State College have sponsored an extensive Tutorial Program at the elementary, junior high school, and high school levels for the past four years. These programs operate during the academic year and also in special summer sessions. At present, there are 13 centers where tutoring takes place, with approximately 100 college-age tutors and some 400 culturally disadvantaged students. The program has been of this approximate size for the last two years.

Tutorial Programs for Enrolled Students

At California State College at Long Beach, current plans are under way to provide special counseling as well as remedial tutorial service to disadvantaged students enrolled on campus. Within the last three months a counselor has been assigned specifically to assist disadvantaged students who are in need of any kind of counseling.

At California State College at Los Angeles, Associated Students tutorial programs assist disadvantaged students. Through the Counseling Center, programs such as Freshman Seminars, group and individual counseling sessions assist in orienting disadvantaged students to the college community.

The Work-Study enrollees at California State Polytechnic College, San Luis Obispo, are eligible for all of the services in the Counseling Center.

At Fresno State College, the program designed for 17 disadvantaged students is now being conducted by the college. The "helping aspect" of the program for the 17 students consists of (1) a special section of English - Composition and Reading, and (2) a six-unit course taught under the auspices of the Experimental College which is conducted by a group of faculty (some of whom are volunteering their time) with 2 hours of science, 1 hour of psychology, 1 hour of social studies, and 2 hours of group work per week.

At San Diego State College, tutoring to support the Educational Opportunities Program students is being supplied by students as well as faculty. In addition, EOP Faculty Advisers (60) have volunteered to provide strong support to individual students and each EOP student is being assigned to a faculty adviser.

The Black Students' Council, recently recognized officially on campus, is also providing student tutors for some of the EOP students. Likewise, approximately 15 faculty have volunteered to tutor students who are members of the Black Students' Council.

Five tutors on Work-Study funds are available for EOP students. The tutoring program is expanding during 1967-68 and will be staffed primarily by volunteers.

The Reading and Writing Centers of San Diego State and the Department of English have been cooperative in providing spaces in their programs for all of the disadvantaged students enrolled in the EOP and in college.

Expansion of programs to improve communication skills has a high priority for 1967-68. Also, it is hoped that funds will be found to establish a 6- or 7-week summer program (in residence) to provide intense training in communication skills for EOP students--both returnees and entering students for 1968-69.

It is the aim of the EOP at San Diego State to help disadvantaged students *achieve* the standards already established by the faculty through the additional academic support provided by tutors, faculty advisers, etc.

At *San Jose State College*, Project LEAP provides tutorial and student counseling services for 33 socially disadvantaged college students. Remedial instruction other than Remedials in Reading, English, and Mathematics available as special courses is made available through special tutor recruitment.

At *Chico State College*, there is currently being implemented a new approach to collegiate advising. A Coordinator of Advising has been appointed for the 1967-68 school year. It is the intent of the coordinator to identify students from disadvantaged backgrounds and to provide for them special services to help bridge the gap between their knowledge and understanding about education and the world of work.

The nine Upward Bound students enrolled as freshmen this fall have been involved in several informal meetings in order to introduce them to the professional student personnel staff and to significant faculty and students upon the campus. It is planned that these nine students shall have a single overall advisor in addition to any major advisors with his role being that of ombudsman for these students.

At *San Francisco State College*, students entering through the S.T.E.P. and Upward Bound Programs are assigned advisers who specifically counsel and advise according to the special needs of the students (e.g. special courses, social adjustment, orientation, etc.). They try to see these students on a regular basis--perhaps once or twice a week.

Further assistance is available to "disadvantaged" students through "big brother" graduate students, "faculty friends," individual tutors, and special seminars sponsored by the program.

Programs to Encourage Graduate Study

The graduate program of the School of Social Work at *San Diego State College* strongly encourages persons from disadvantaged backgrounds to get an advanced degree and aids them in every way possible.

Fresno State College provides in some departments (specifically, Chemistry, Political Science, and Social Work) special encouragement--academic help, jobs, stipends, etc.--to graduate students with disadvantaged backgrounds to help them attain the maximum level of education they are capable of.

On-Campus Programs Sponsored by Off-Campus Agencies

At *California State College at Dominguez Hills*, the Red Cross has begun organizing students of the college to work in special community projects with the disadvantaged.

The Student Services unit at *California State College at Hayward*, primarily through the Office of the Dean of Women, encourages student clubs and associations to sponsor projects which will assist the disadvantaged. Last year a group from Carlos Bee Residence Hall worked with culturally disadvantaged students in a local junior high school. It plans to continue this project in 1967-68. Student volunteers from campus also work with YMCA (Grey-Y) in projects involving the disadvantaged. Another volunteer group of 10 to 12 students worked last year with the Eden Council of Churches tutoring similar students on Friday evenings.

At San Diego State College, YMCA-YWCA groups have been involved in interracial/interethnic dialogues with community groups during 1966-67. During 1967-68, a series of evening programs called "Experiences in Communication" are being offered. These programs feature new techniques in small group programming which are providing opportunities for minority group students to become better acquainted with other students. It also includes techniques for better communications. This program provides a weekend conference related to interpersonal communication which includes a cross-section of students from the Black Students' Council, International Student groups, Mexican-American and Oriental students, and is designed to provide sensitivity training in small group activities. Resource personnel from the Western Behavioral Sciences Institute and San Diego State have participated.

"Y" supplies recreation leaders to work at Southeast Community Park with minority youngsters. Activities of "Y" members include recreational leadership, instruction for crafts, and study hall assistance.

A Management Department professor and several students have been assisting the Urban League with job interviewing at the League's Southeast San Diego Office. These students and faculty members have also been attending Employment Task Force meetings sponsored by the Citizens' Interracial Committee to hear firsthand the problems minorities and/or disadvantaged persons experience in obtaining employment.

Approximately 65 health, educational or welfare agencies employ over 1,500 students on the College Work-Study Program at San Jose State College. Through this program, college students working with approximately 10 agencies such as the elementary and high school districts, the Mexican-American Community Service Project, and Student Initiative Project, etc., will bring to the attention of potential college students methods of financing their college education.

The Mexican-American Community Services Organization employs 40 students to work in low socio-economic areas (poverty-prone areas). Twenty-five of the students work in the Tutorial Program and the Big Brother-Sister Program, which are directed to junior high school students. The basic purpose of these programs is to motivate students to attend college.

The Eastside Union School District employs 50 tutors under the Work-Study Program who serve as models and provide compensatory programs for minority group students. The Fremont Union School District employs 25 tutors in a similar capacity.

Additional Special Programs

Beginning this fall quarter, California State College at Dominguez Hills initiated a pilot program funded by the Mc Ateer Act and the State Board of Education to train teachers for work in schools located in communities having large numbers of disadvantaged youths. The primary objective of this project is to develop a specialized one-year program within an interdepartmental framework in order to prepare twenty teachers for assignments to elementary schools in which numbers of disadvantaged children are being educated. These twenty persons are to be selected on the basis of motivation, ability, and professional promise, and will be given a program which will prepare them for making maximum impact on the educational growth of their pupils.

California State College at Hayward is participating in a federally-sponsored program whose title is "Establishment of Two Centers to Improve the Preparation of Teachers of Culturally Disadvantaged Students, Emphasizing Technical-

Vocational Education." This project involves three units: one at California State College at Hayward, a second at Fresno State College, and an evaluation unit at the University of California at Berkeley. This project is of three years duration, beginning January 1966.

At California State College at Long Beach, a tri-college program, funded by the Office of Economic Opportunity, was designed last year to assist disadvantaged high school students.

A formal course of studies has been designed to be implemented this fall entitled "Ed. 485: Education of the Culturally Different Child." It will be made available to potential teacher candidates and will cover techniques of teaching culturally and economically disadvantaged youths.

Summer school courses for teachers teaching the educationally disadvantaged student are offered at California State College at San Bernardino.

At California State Polytechnic College, Kellogg-Voorhis, the Office of Financial Aids is presently administering the United States Loan program for Cuban students. This makes long-term, low-interest loans available to Cuban nationals from the federal government. These people are presently in the United States and unable to receive support from sources within Cuba as a result of actions by the Cuban government. There are currently two students receiving these loans. One who was previously on the program was graduated last June.

At California State Polytechnic College, San Luis Obispo, a graduate course, Ed. 521, Teaching the Disadvantaged Child, has been added to the curriculum and was offered for the first time during Summer Session. Interest was high and the course will be offered again during the year as an evening class. The major purpose is to prepare classroom teachers to work effectively with disadvantaged children in both rural and urban areas.

"Operation Fair Chance," the specialized teacher-training program for teachers of culturally disadvantaged children, is now in its second year at Fresno State College. The program has as objectives: (a) The preparation of teachers to work with culturally disadvantaged children; (b) The conduct of research relating to factors affecting teacher-pupil rapport and communication in disadvantaged areas; and (c) The performance of experimental work with specially developed teaching materials and techniques. Under the direction of the School of Education, the project produced at the end of its first year 40 teachers prepared to work in disadvantaged areas. This fall the enrollment in the project is 29.

At San Diego State College, the Center for Compensatory Education, presently funded under the Mc Ateer Act, is involved in the development of special reading programs for persons of disadvantaged backgrounds. The program and materials developed have full support of the San Diego City Schools and are being used in several of its schools. The Center provides programs in the following areas:

(a) Curriculum research and development.
(b) Compensatory education workshop to meet the needs of disadvantaged youth.
(c) Reading for the disadvantaged.
(d) Sensitivity education and training for selected administrators, supervisors and teachers of the disadvantaged.
(e) A summer teacher-aide program designed to demonstrate concrete ways of raising aspirational level of selected able disadvantaged high school youth (was implemented during summer, 1967).
(f) Initiation of structure for bilingual education.

All of these programs are active and in various stages of implementation.

San Francisco State College offers courses geared particularly to the student who is culturally disadvantaged. Some of these courses are:

(a) Remedial Courses--English 4, Reading and Writing Skills; Speech 1, Basic Speaking Skills.

(b) Special Black Studies Courses--These are regular courses, offered through departments, that are geared to the needs of the minority group involved.

(c) Work Study Courses--These are special courses in community involvement projects (i.e., Seminar in Field Work in Social Conflict, Seminar in Contemporary Urban Problems, Seminar in Teaching of Special Skills, etc.).

(d) Experimental College Courses--These are special non-credit courses that can be sponsored by students, faculty or visitors to the campus through the Associated Students of San Francisco State College.

At San Jose State College, the Teachers Corps is oriented toward the preparation of teachers for service in migrant agricultural areas.

College extension courses, such as Ed. X134.1, Significant Aspects in Education of the Mexican-American Child, and Soc. Sci. X102, The Mexican-American in the United States, are offered.

Solicitation of support from grass-root and community organizations such as CSO, GI Forum, and Committee of 100 for educational programs and directed toward serving the socially disadvantaged youth is continuing.

Stanislaus State College conducted the following three programs:

(a) Conference on the Education of Teachers of California Indians. In March of 1967, more than sixty selected teachers, administrators, Indian parents, and resource leaders met on the campus to study ways to improve the education of California Indian children. The three-day conference considered the problems unique to Indian children; needs of teachers were identified and suggestions for possible improvement were made. At the conclusion of the conference a formal report for the California State Legislature was prepared.

(b) Migrant Child Education Study. The Office of Compensatory Education of the State of California, Department of Education, conducted a coordinated effort between Stanislaus State College, Fresno State College, and the Merced County Migrant Child Education Project. A team of ten teacher-educators studied the nature and needs of the migrant child and its implications for teacher-education patterns during the 1967 summer.

(c) During the 1967 six-week Summer Session, a course for five quarter units in compensatory education was offered. The title was "Workshop in Education of the Disadvantaged." It was designed for pre-school, elementary, and secondary school personnel seeking to provide better educational opportunities for disadvantaged children and youth.

Plans for Additional Programs

During the Spring of 1967, a student-faculty committee was established at California State College at Dominguez Hills to consider the possibility of providing special remedial and tutorial services to assist disadvantaged students enrolled in the college. The proposal under discussion includes an experimental program for the admission of a selected number of non-eligible disadvantaged students who might have potential for success in our college.

At California State College at Long Beach, several N.D.E.A. Title V programs have been submitted to Washington for assistance in initiating institutes for training counselors and school psychologists in disadvantaged areas. Another institute has been proposed for the study of teaching reading and language skills to the disadvantaged. A third proposed program, the Upward Bound Program, is being investigated for possible funding.

In addition to the specific projects to be mentioned, California State College at Los Angeles has developed an "urban focus" emphasizing the use of college resources in the solution of urban problems. The Academic Senate of the college has explicitly recognized this emphasis in a resolution of support for the urban focus. The Senate and its committees have also developed, and the President has approved, plans for a Center of Urban Affairs. A Director of Urban Affairs is being sought to head this Center, which will deal with research, training, and public service programs relating to urban problems. A new faculty Urban Affairs Committee has been formed to insure full participation of the faculty in this program. The President's Associates, a group of business and professional people interested in supporting the college, have expressed their particular interest in the urban program and their intention to lend their aid to it. Many of the programs which will be conducted under this new urban focus will be concerned with providing increased educational opportunities for the disadvantaged at all age levels.

(a) EPIC + PLUS--an extension of the EPIC (Educational Participation in Communities) program now in its second year of operation at C.S.C.L.A. which utilizes college student volunteers to meet needs in the disadvantaged community. Over 1,000 students volunteered their time and energies through this program during 1966-67.

(b) FACT (Financial Aids Counseling Team)--a program designed to attack the major cause of non-continuance of disadvantaged students into higher education, by utilizing college student volunteers and professional financial aid counselors. The college makes advance commitments of necessary funds at the time the high school student is making the important decision to go to college (often as early as the tenth grade).

(c) Associated Students are establishing a tutorial commission to increase the scope of tutorial programs for C.S.C.L.A. disadvantaged students.

(d) The College recently received a grant from the Office of Economic Opportunity to conduct a High School Equivalency Program. Fifty young men and women between the ages of 17 and 22, who have dropped out of high school and are from migrant or seasonal farm workers' families, are now engaged in an educational program designed to enable them to enter college or obtain employment which provides good long-range potential with opportunities for further learning. The immediate goal is to enable the students to pass the General Educational Development Test as an approximation of high school graduation. The project will, it is hoped, make it possible for these young people to "break the cycle of poverty" and overcome the handicaps they face. It will also provide useful data on the value of various educational methods which can be used in additional programs for rural or urban disadvantaged youth.

(e) With the aid of a Mc Ateer Act planning grant, three faculty members developed a program under which individuals who had demonstrated leadership ability but who lacked the preparation to be teachers would be recruited from disadvantaged areas. They would follow a special program designed to qualify them as teachers over a period of time, during which they would gain valuable experience assisting teachers in schools where their backgrounds would make them especially effective. While the funding anticipated under the Mc Ateer Act was not available this year because of external budget cuts, alternate funding is being sought.

(f) A grant has been received from the Economic Development Administration, U. S. Department of Commerce. As a means to the eventual development of job opportunities for the disadvantaged, a center will be established at C.S.C.L.A. under this grant to deal with problems of the Mexican-American community. An important element will be the collection of data on the Mexican-Americans of the Southwest. This data will be compiled and made available to community groups, government agencies, and academic institutions concerned with problems of the Mexican-American. Representatives of the local Mexican-American community have already met with some of the college faculty and administrators to discuss areas of concern, and one of those most emphasized was the problem of how to get more Mexican-American youth into college and enable them to graduate.

(g) The Black Students' Union, an organization of Negro students, has announced plans for a program under which a number of students from disadvantaged backgrounds will be given assistance in obtaining admittance under the 2% rule and also, through special tutoring, help in remaining in college. The program will involve ten students at first.

(h) A proposal has been submitted to a federal agency for funding in 1967-68, under which the college would employ two community relations specialists to establish and maintain liaison with particular areas of the community which have a large number of disadvantaged persons. The intention is to supplement the existing ties by using people drawn from the populations to be served. These people would have the vital rapport with the community which can uncover need and help the effective allocation of college resources to meet them. Educational needs would be a major concern.

(i) A program was initiated in October 1967 to provide small-group instrumental instruction and orchestral performance experience to elementary and junior high school students from disadvantaged areas. Music teachers in more than 30 schools in East Los Angeles helped select the 258 students enrolled in the Saturday morning classes. The students pay $5.00 a month for this instruction. A special instructional program is being designed for a number of the parents who bring their children and wait for them.

(j) A special relationship is being developed by the college with Alain Leroy Locke High School. This school is a new institution located in the largely-Negro area of South Central Los Angeles. It has been authorized by the Los Angeles City Schools to engage in a high degree of experimentation to discover effective ways of meeting the educational problems of the area. The City Schools asked the college to work closely with Locke High School to help in any appropriate manner. As a result of several meetings between faculty and administrators of both institutions, a number of steps have been taken. These include establishment of an extension course center at the high school, assistance with a reading program, and formulation of plans for direct assistance by C.S.C.L.A. students to Locke students (including help with organization as well as individual tutoring). A joint committee of faculty, students, and administrators from both institutions is being formed to develop further plans.

Beginning with the 1967-68 academic year, California State College at San Bernardino will work with UCR and four Junior Colleges in the area to provide undergraduate education for Head Start teachers from disadvantaged backgrounds. Five undergraduate students will enroll here in B.A. programs in September 1967. Tutors and additional counseling will be available for them.

In the Department of Education at California State Polytechnic College, San Luis Obispo, plans are being made to apply for an Upward Bound Project.

At Chico State College, some discussion has been initiated regarding a possible program intended to serve the needs of migrant farm workers and their families in the area served by the college. Since the college is located in the Sacramento Valley, its agricultural year extends for more than half a calendar year and numerous migrant farm workers are employed by the local agricultural industry. A contact has been made with the University of Texas which is conducting a study of these migrant workers.

The School of Education at Fresno State College plans to submit a proposal for a Career Development Program which identifies disadvantaged youth who have potential for teaching while they are in grades 11-12. The program would carry these students through a systematic work-study Career Development Program which culminates with a teaching credential.

The Financial Aids Office reports that it is in the process of adding a Nursing Education Opportunity Grant which would be available for nursing students from economically disadvantaged backgrounds.

San Diego State College is planning several additional programs:

(a) COPE (Community Opportunities Programs in Education). Already underway is the planning for a county-wide educational opportunities consortium involving city and county schools, all city colleges, four-year and graduate institutions, persons from city and county government, representatives of the Negro, Mexican-American and Asiatic communities, representatives of the anti-poverty programs, business, the Department of Welfare and others. San Diego State College has undertaken the leadership in planning this consortium which will have as its stated purpose:

> ". . . making the benefits of higher education available to all disadvantaged, minority and low-income persons of San Diego County who for lack of (1) financial aid, (2) confidence, (3) parental encouragement, (4) information about available programs and (5) other sociological factors, have not yet realized their potential nor gained an appreciation for what education can provide for them and ultimately for our country, state, and the nation."

(b) Upward Bound Proposal. A proposal for the establishment of an Upward Bound program at San Diego State College is in its final stages. This program, if funded, will provide another "feeder" system for San Diego State's EOP. Two faculty members of the Department of Secondary Education are preparing this proposal. Both are actively involved in the College-High School Relations Subcommittee and both have good ties with the secondary schools (an important point for effective follow-through on Upward Bound candidates during the school year).

(c) CEFUET Proposal (Contracts to Encourage the Full Utilization of Education Talent) - Section 408, Title IV, Higher Education Act of 1965. San Diego State is taking the leadership in the community in planning capacity to help put together a proposal for administrative funds for a county-wide talent search involving all of the institutions of higher education as well as community agencies.

Establishing EOP programs on campuses in San Diego County is underway. The EOP will be a part of COPE and will probably represent the largest part of the county-wide effort: searching out educational talent, getting persons admitted to post-secondary education, and aiding in their financing and providing academic assistance while they are there. In addition, the institutions are obligated to recruit, widely publicize available financial aid and other information about educational opportunities, and involve themselves in the prevention and reclamation of high school and college dropouts who have academic ability.

(d) Tutorial Orientation Program. Experience in programs already underway dictates the establishment of a short orientation program for persons who wish to tutor disadvantaged students/dropouts, regardless of level. It is not enough to have the desire and academic ability to help the disadvantaged. Certain skills are required in determining levels of achievement, methods of procedures, how to relate to the students, achievement of proper attitudes, etc.

Such a program would need to provide materials, e.g. HELPFUL HINTS TO TUTORS, HOW TO TUTOR A STUDENT; also involved would be faculty and/or graduate student instructors on the "how to" of specific subjects.

The length of the program and number of times it is to be given during any semester is not yet established. The Center for Compensatory Education will be instrumental in setting up this program.

At Sacramento State College, the Academic Vice President is working with 40 faculty members from across the campus for the establishment by February 1, 1968, of a "Center for Community Study and Development." This will keep abreast of community needs and relevant faculty skills, will coordinate faculty activities in regard to the disadvantaged, and will initiate new programs where there appear to be needs for them and available skills and financial support. Present programs include:

(a) Four Prospective Teacher Fellowships in Secondary Education with emphasis on the teaching of English to disadvantaged youth.

(b) Plans to expedite the addition of two important courses to their M.A. program in compensatory education: Practicum in Diagnostic Testing and Practicum in Counseling Pupils and Parent Conferences.

(c) Plans to provide specialization in compensatory education at the pre-service level for prospective teachers in elementary and secondary education.

(d) Plans to introduce a one-unit course, Observation and Participation in Special Programs for Disadvantaged Youth for lower division students.

San Francisco State College plans to continue the visits to high schools under the sponsorship of the College Assistance Project. The Black Students Union, Upward Bound Program and the S.T.E.P. are each planning to recruit more potential students for the college in an expanded effort to identify disadvantaged students. The College Commitment Program will continue to send counselors into the schools also.

A group of faculty members in the School of Behavioral and Social Sciences are planning to offer an experimental freshman-year general education program which will include community-involvement field work with disadvantaged students.

A grant request to the Carnegie Foundation would, if approved, allow the college to develop curricular programs out of the work now being done by faculty and students in such areas as "Community Studies and Services," "Minority Group Studies," etc.

On October 24, 1967, the Academic Senate of San Francisco State College passed a resolution to establish an admissions program for disadvantaged students--recognizing that certain groups of students are denied access to a California State College because of certain socio-economic factors. The Academic Senate further recommended that the college admit 60 students a semester under a special admissions program at the beginning of spring 1968.

San Jose State College plans to continue Project LEAP and prepare an Upward Bound Project proposal for pre-college socio-economic disadvantaged students. The College Commitment Program will continue to work with minority groups in high schools as tutors.

At Sonoma State College, efforts are being made to increase both the scholarship and loan programs for the coming year with help from various groups in the community.

SECTION IV

UNIVERSITY OF CALIFORNIA[1]

Introduction

The University community--faculty, students and members of the administration--have been, and continue to be, deeply interested in aiding youth from disadvantaged backgrounds. In recognition of this desire, the Regents established a Special Students Scholarship Fund in 1963, which provided matching monies on a one-to-one basis for funds raised by the campuses to aid the disadvantaged. This fund was later incorporated into Projects for Educational Opportunity established by the Regents to provide awards to students from disadvantaged backgrounds. The objectives of this program are to encourage these students "to continue their education and to help them overcome obstacles along the way" and "to help support projects organized by students and faculty to identify, assist and motivate California high school students who are members of culturally disadvantaged groups and who have demonstrated intellectual promise. . ." Regents match campus funds on a five-to-one basis.

The encouragement and financial support given by the Regents has provided the means whereby faculty and students showing enthusiasm and creativity have developed, with assistance from the administration, the numerous programs discussed below. These programs are variously called Educational Aid Programs, Educational Opportunity Programs, and Special Opportunity Scholarship Programs. More than nine hundred students are now enrolled in the University under these programs, and many other students yet in grade school and high school are benefiting from them. Other students who are still recipients of financial aid from the University resources and who have received tutoring through these programs are enrolled in Junior Colleges and State Colleges. It must be pointed out that in aiding the culturally disadvantaged the University has striven to prepare these students for admission to higher education. Many, of course, are admitted to the University; others enroll in Junior Colleges and State Colleges. Thus, the purpose of the program is fulfilled when students become sufficiently motivated to enroll in an institution of higher education and progress towards a degree.

In addition to the Projects for Educational Opportunity Fund, the Regents have established a fund for Community Service Projects Offices. Regents' monies are provided on a two-to-one basis for funds raised by the campuses. Through this fund hundreds of students have become involved in tutoring programs for the culturally disadvantaged at all levels of elementary and secondary education.

Definition and Numbers of Students

The socio-economically disadvantaged student recruited for University programs is that student who has a potential for academic success but who, because of cultural and/or economic deprivation, cannot perform to capacity without special assistance. More than 900 students are enrolled in the several programs for the disadvantaged. This is compared to a to a total undergraduate enrollment of some 62,000.

Efforts to Encourage College Attendance

The Universitywide Office of Relations with Schools has increased its efforts to recruit disadvantaged students. This year, representatives of this office will visit some 120 high schools with sizable enrollments of minority group students in an effort to interest an increasing number of these students to prepare for higher education. A similar program will be carried out in the Junior Colleges.

---

[1] This section has been prepared by the Office of the Vice President for Educational Relations, University of California.

At Berkeley, where there are two principal programs designed to assist the disadvantaged, extensive recruiting has gone forward. The Educational Opportunity Program, which seeks to bring students directly into the University from secondary schools and Junior Colleges and to provide them with the tutorial and financial aid necessary to achieve success, has the services of a full-time volunteer recruiter who visits, on a continuing basis, all high schools in Oakland and San Francisco talking with counselors and students. The recruiter meets with minority students believed to have the potential for college performance. In addition, continuing communication is maintained with county Departments of Social Welfare, the California State Employment Service, and local poverty programs such as the East Bay Skills Center and the San Francisco Mission District and Hunters Point District Poverty Offices. A unique recruiting effort is being developed in the College Commitment Program, funded by the Rosenberg Foundation and sponsored by the Berkeley campus in coordination with other four-year institutions in the Bay Area. Under this program University students are placed in local high schools as assistant counselors to work with small groups of minority and low-income youngsters. The assistant counselors work with promising youth by providing pre-college counseling, tutoring during and after school, and information about financial aid. The counselors also work with the students' families, encouraging them to provide moral support for the students to undertake a college career. The assistant counselors receive academic credit for their work if they meet certain requirements, including the writing of a paper concerned with a given aspect of their work. They also receive pay if they qualify as needy students.

Thus far, a pilot project involving six students at six high schools has proven very successful. This program will be expanded soon to include 25 high schools. Eventually, it is hoped to include all high schools in the Bay Area.

The Berkeley campus has, in addition, a Special Opportunity Scholarship (SOS) Program, which includes the Special Elementary Education for the Disadvantaged (SEED) Program. The latter program is in operation in the elementary grades of the Berkeley and Richmond public schools and provides instruction in theoretical mathematics based upon the discovery method and taught by University graduate students.

The Upward Bound component of the SOS Program served as the model for the federally initiated Upward Bound Program. Operating under an Office of Educational Opportunity grant, it recruits young people who meet the federal poverty criteria and who seem to have intellectual promise but who are not performing well in their regular school work. This summer the program served 160 such young people. The participants included youth in the tenth through twelfth grades as well as high school graduates. Of these, some 59 were new recruits chosen from a total of 318 applicants from schools extending from East Oakland to Pittsburg, California.

The third component is the "Associates of the SOS Program," which has recruited 26 very promising disadvantaged students from those not admitted to the Upward Bound Program. Some of these were rejected from the Upward Bound Program because their financial and/or academic status was above the criteria for that program.

The Davis campus Educational Aid Program, which is similar to the Educational Opportunity Program at Berkeley, obtained its enrollees from nominations made by high school and Junior College counselors and instructors. Approximately six students were interviewed for each student selected. The recruitment activities encompassed five high schools and four Junior Colleges. The program for 1967-68 will have 26 students enrolled at Davis. The summer phase of the Educational Aid Program brought 34 high school students to the campus for tutoring; no doubt some of these students will eventually enroll at Davis.

Irvine's enrollment limitations make extensive recruiting difficult at this time. Such students as are recruited are obtained through the work of the Office of Relations with Schools.

At Los Angeles, the recruitment practices of the Educational Opportunities Program, similar to that at Berkeley, are directed toward the high schools, Junior Colleges, and social agencies in the depressed areas of Southern California. Constant communication is maintained with high school counselors and Junior College teachers to identify promising disadvantaged youth. On occasion, counselors have been more selective in their referrals than the campus would be; hence, the campus has sought additional aid in identifying students through community agencies.

Riverside, too, works through high schools, Junior Colleges, and community agencies in recruiting students. A member of the faculty and the assistant director of Relations with Schools at Riverside have been very active in obtaining nominees for the campus Educational Opportunity Scholarship Program.

The Riverside Educational Opportunity Program has conducted a talent search in the Riverside high schools for the past three years to seek out students from disadvantaged backgrounds who would be unable to attend college because of limited financial resources. The preponderance of these students are Negro and Mexican-American, although the program is not limited to these minorities. The students selected are granted awards equivalent to their demonstrated financial need.

At San Francisco, several programs are underway to recruit students from economically disadvantaged groups. During this past spring, a member of the faculty visited numerous colleges to encourage Negro students to apply for admission to the four professional schools at the Medical Center. His efforts resulted in the admission of four Negro students to the School of Medicine. The School of Pharmacy reports that there are now four Negroes enrolled--an increase of three over last year. The campus, working with two high shcools with predominantly minority student bodies, has sponsored programs at these schools designed to encourage minority students to investigate career opportunities in the health sciences. Each year a Health Sciences Exposition is held at the Medical Center with tours and exhibits to encourage students to consider future training in the health sciences. A group with similar goals is the Health Sciences Club which draws students from high schools in the city. Although neither activity is geared exclusively to the disadvantaged, it is believed that some are reached through these activities.

At San Diego, the excellent Educational Opportunity Program recruits Mexican-American youth through direct contacts with high schools and through members of the local Mexican-American Teachers Association. In the coming year an effort will be made to increase the number of applicants from the Negro community by early identification of promising students in the local, predominantly Negro high school.

At Santa Barbara, student participants in the Educational Opportunity Program have been most effective in identifying and encouraging other young people in their home areas to attend the campus. Also, faculty and staff have been asked to nominate persons for the program. For example, a faculty member who is an American Indian has visited Indian reservations and schools interviewing prospective candidates for the program. Many recruits have been identified in this fashion. Community resource persons, who were educated in segregated schools in the South, have worked with school counselors from schools in the Deep South in identifying students for the program. Registered student organizations have brought groups of Mexican-American high school students from local areas to the campus to audit classes, participate in discussion groups, and meet members of the faculty and administration. A number of recruits have been obtained through these activities. The San Francisco Negro Labor Council, the Los Angeles County Human Relations Commission, and other similar groups have assisted in identifying young people for the program. Letters are sent each year to the principals and presidents of high schools and community colleges in California which enroll significant numbers of disadvantaged students requesting them to nominate students for the Educational Opportunity Program. Large numbers are nominated and follow-up correspondence with these young people encourages them to enter the University. Letters are also written to all finalists in the National Achievement Scholarship Program (a program designed to identify promising Negro youth) inviting them to apply for admission to Santa Barbara. Several disadvantaged students have been identified as a result and have enrolled at Santa Barbara. The Associated Students send teams of disadvantaged students attending Santa Barbara to schools which enroll numbers of disadvantaged. The Office of Relations with Schools also assists in this effort to recruit disadvantaged youth for the campus. It must be added that the campus is submitting an application for 1968-69 for an Upward Bound project. Meanwhile small, locally financed Upward Bound pilot projects are being held on campus in order to gain experience and to assist additional students.

Representatives of the Santa Cruz campus have been visiting schools in disadvantaged areas in San Francisco, Oakland, Los Angeles, Watsonville, and Salinas. In letters to, and visits with counselors and administrators, the numerous opportunities for financial assistance are explained.

Tutorial Programs for High School and Elementary Students

At Berkeley, the College Commitment Program, which was started this year, and the SEED Program offer tutorial assistance to students off-campus. The College Commitment Program, discussed under Item 2, is concerned with high school youth and the SEED Program, with elementary school children. The SEED Program provides special instruction in mathematics during regular school hours to elementary school pupils in addition to their elementary arithmetic instruction. The Program now reaches some 20 classes (about 500 pupils) in Berkeley and Richmond schools.

The Upward Bound Project and the Associates of the SOS Program both provide extensive tutoring to high school students to the extent of their need in basic secondary school academic courses. Youngsters are tutored in the public schools, in their homes, or at the University at various times by undergraduate and graduate tutors, including some public school teachers. These programs will serve 154 young people during this school year, as compared with 110 students last year.

The Associated Students of the Davis campus have a program for the disadvantaged student off-campus--the Cal Aggie Study Center for high school students--which includes 200 student tutors working with 600 pupils.

The Irvine Community Action Program provides tutors at the elementary and secondary schools in Santa Ana, the area of greatest concentration of minority groups in Orange County. More than 70 Irvine students participated, along with additional high school students recruited as tutors.

The Los Angeles campus has encouraged students to engage in a tutorial project that serves elementary schools in depressed areas. During the 1965-66 school year, 450 Los Angeles students served as tutors. The number increased to 500 in 1966-67. The services are almost entirely rendered at the elementary level, but tutoring is also provided high school students in the Job Corps and in foster homes.

Over the last two years the Riverside off-campus tutorial program has grown from 96 to 175 tutors, which reflects a proportionate increase in the number of children being helped. Tutors at the elementary and secondary level tutor during class and after class and serve as teachers' aids in the actual process of instruction.

Last November, students at the San Francisco Medical Center, in cooperation with the Office of the Dean of Students, initiated a tutoring program in a local high school. Over 30 students and employees of the Center served as tutors. An important objective of the program that will be stressed during this year is to identify disadvantaged students who show potential for training in the health sciences and to encourage them to seek an education. Although no formal programs have been established in the elementary schools, individual students from the Medical Center work with elementary school pupils.

During 1966-67, approximately 50 San Diego students participated in the La Jolla Educational Services tutorial project. Student involvement increased steadily over the year. Tutoring is limited primarily to La Jolla elementary school children who are socio-economically disadvantaged. The campus is planning a 1968 summer school program for junior high school students. The program will last from eight to ten weeks, five days a week, and will introduce twenty to thirty students from low income and minority groups to the world of higher education. A formal curriculum and a full program of activities are projected.

The Santa Barbara campus sponsors a tutoring project for disadvantaged groups in the community. Its aim is to provide the extra attention that some elementary and secondary pupils need to achieve success. Each tutor works with one or two pupils in all subjects. During the week the tutoring is done at the schools. On Saturdays, the pupils come to the campus.

While Santa Cruz does not have an off-campus tutorial program, disadvantaged elementary school youth have been brought to the campus each Saturday for tutoring and recreation since the campus opened.

Tutorial and Other Programs for University Students

At Berkeley, the Educational Opportunity Program hires approximately 35 graduate and undergraduate students to work with EOP students throughout the year. The tutors provide counseling, academic advising, tutoring, and any other assistance a student may need. In addition, the Educational Opportunity Program offers a summer program for high-risk students in reading and study comprehension and writing. This half-day, eight-week program is offered at no cost to the student. In the fall of 1966, the Educational Opportunity Program offered Subject A, on a tutorial basis, to EOP students in groups of six, plus a Saturday morning class in reading and study comprehension. This assistance is now being consolidated in the special eight-week summer session. These tutorial and counseling services are used extensively. Students who were in the SOS Program and who later enroll in the University also receive counseling and tutoring.

On the Davis campus, disadvantaged students who enter with undeclared majors receive academic and personal counseling from a member of the Dean of Students' staff. The staff member keeps in close touch with every student concerning his academic progress and his adjustment to his new environment and arranges tutorial assistance as required. Some seventeen persons have given time to tutoring these students. As a regular part of the summer program, two staff members are available on request for counseling with students. One, the coordinator of the program, is an experienced social worker. In addition, there is a staff psychologist who is available on an individual basis. At Davis, counseling is considered to be an essential component of a successful program.

Disadvantaged students at Irvine participate in the customary academic, clinical, and residential counseling services of the campus in the same proportion as do other students.

Los Angeles sponsors an Upward Bound Project which serves high school students on campus. This includes both a summer phase and a follow-up program which involves 28 Saturdays. The project provides counseling, remedial training, and tutorial services. The Department of Engineering has an Emergency Educational Program for youngsters from southwest Los Angeles who are participants in the local Teen Post, a recreation and study center. They are brought to the University two days a week, audit classes, and receive tutoring. For the Educational Opportunity students enrolled at Los Angeles, graduate students are employed as master tutors. Each master tutor has ten students. He spends at least one hour a week with each student discussing with him any and all problems related to his career and aids the student in his adjustment to the University.

At Riverside, the students selected for the Educational Opportunity Program are expected to live in a University residence hall and their progress is followed closely. They are counseled extensively and tutoring is provided when required.

Disadvantaged students at San Francisco meet on a regular basis with special faculty advisers who provide them with such additional help as is needed.

A year ago this summer the San Diego campus instituted a six-week tutorial program in English and mathematics with intensive remedial work in the basic skills for the twelve disadvantaged students who had been awarded scholarships under the Special Job and Scholarship Opportunity Program.

The summer program this year enrolled nineteen students. During the school year, tutorial help is available for the students in the Special Job and Scholarship Opportunity Program. In 1965-66, seven students in the initial class used eighty hours of tutorial help. In 1966-67, 302 hours of tutorial help were used by nineteen students in the program. Tutorial assistance is occasionally available to other minority group students receiving assistance from other sources. A small number of the students in the program are counseled to take a reduced study loan, because it is believed that these students cannot successfully complete their schooling with a full load. It should be added that faculty members serve as personal counselors for individual students.

At Santa Barbara, the Counseling Center and the Counseling Office of the College of Letters and Science provide special services on a regular basis for Educational Opportunity students. During the summer months, newly admitted students in the Educational Opportunity Program come to the campus prior to enrollment to participate in the Work-Study Program. During this time they are tested for areas of academic strength and weaknesses and are provided with necessary remedial instruction. This instruction includes work in reading, composition, and study comprehension. During the school year all EOP students are placed in reading and study clinics. The Office of Educational Opportunity closely follows the academic performance of each student and provides tutors when needed. A group of interested faculty has organized to raise funds for the students and to provide close personal relationships on a one-to-one basis. Last year at Santa Barbara, a special Human Relations Conference, sponsored by a student organization with faculty members and leaders from the Los Angeles County Human Relations Commission serving as resource persons, proved to be a major factor in assisting EOP students to adapt and feel at home on the campus. Following this, the same student organization sponsored almost weekly social events for EOP students and a large number of other students, thereby reducing social and cultural barriers to mutual understanding.

Programs to Encourage Graduate Study

At Berkeley, the Educational Opportunity Program seeks students for graduate studies by visiting southern Negro colleges. Students from those colleges are encouraged to participate in a junior year program at the University as well as graduate study. It is believed that if students are encouraged to spend their junior year at the University they give serious consideration to graduate work at the University as well. A relationship has been established between the Tuskegee Institute in Montgomery, Alabama, and the School of Forestry at Berkeley whereby a Tuskegee graduate, having completed a pre-forestry course, attends a Berkeley summer camp and then completes his studies in forestry at Berkeley. Many of the EOP students who entered as freshmen have expressed an interest in graduate studies and it is believed that a number of these students will enter graduate programs.

Since 1964 a special committee in the Berkeley School of Social Welfare has recruited Negro and Spanish surname students and similar efforts are underway throughout the University. For students who are inadequately prepared in mathematics, the Department of Mathematics at Berkeley has a program to provide financial and academic assistance. Two students were recruited from southern Negro colleges for the fall of 1966 and another two for this fall. Educational Opportunity funds and a grant from the National Science Foundation are paying their expenses.

The Graduate Division of the Los Angeles campus has received a grant from the Danforth Foundation to recruit minority students for a Masters Opportunity Fellowship Program. There were 100 applicants for the 18 positions available. The Dean of the Graduate Division has also brought to Los Angeles some Negro students who were runners-up in the Woodrow Wilson competition.

The Dean of the UCLA School of Law recruited promising law students from both the University and the California State Colleges. Eleven Negroes and three Mexican-Americans are enrolled in the School of Law.

A new post-undergraduate program at San Diego for culturally disadvantaged students commenced this fall under the auspices of the Special Job and Opportunity Program. This program offers one year of remedial study to promising Negro graduates of southeastern segregated colleges so that they will be admissable to recognized, prestigious graduate schools. Three students have been recruited for this program's first year. Members of the School of Medicine's Recruitment and Admissions Committee are studying programs at other institutions which are designed to obtain qualified students from Negro colleges in the south, put them through a year of professional training, and then assist them in gaining admission to professional schools. The School is actively seeking scholarship funds from industry, members of the faculty, and private individuals to aid these students.

Programs Sponsored by Student Service Agencies

The University YMCA at Berkeley sponsors the student West Oakland Project in which a considerable number of University students (309-350) are tutoring some 2,500 disadvantaged youth. The YMCA's Union City Project involves 70 University students who tutor in the local schools and who teach English as a second language to Mexican-American families. The University YWCA has a community service project in which students lead adventure tours for disadvantaged youth, from third through sixth grade, as well as a school resource volunteer program where students serve as teachers' aids in the Berkeley and Richmond schools. In West Berkeley the YWCA has also developed a Preschool Project in which University students work with children in their homes in an effort to expand their horizons. Some 500 University students and 680 disadvantaged youth participate in these programs.

At Davis, programs to aid the disadvantaged are sponsored by such student organizations as the Cal Aggie Christian Association, Cal Aggie Camp, and Amigos Anonymous.

Students at Irvine participate in programs sponsored by the University Interfaith Foundation, including the Foundations' University Camp for disadvantaged. A number of churches near the Irvine campus recruit University students for participation in projects for the disadvantaged.

At Riverside, the University Camp program for disadvantaged youth is sponsored by Watkins House, a religious center adjacent to the campus. U.C.R. students take youngsters referred by various agencies to the Camp in the summer and work with them throughout the year.

This past year at San Diego, members of a men's service fraternity and a women's service organization sponsored a College Day for high school students in conjunction with the Citizens' Interracial Committee of San Diego. Each U.C.S.D. student hosted a high school student for the day, answering his questions, describing student life, and showing him a typical college day. A number of the U.C.S.D. students have maintained a continuing relationship with the high school students.

Camp Conestoga, sponsored by the Associated Students of Santa Barbara, takes disadvantaged youngsters of grade school and junior high age to the mountains for primitive camping experiences during the summer and school year. This program gives children of all races and backgrounds a chance to work and play together in an outdoor living environment. For many University students this experience is a revelation in sociological perception. Similar camps are also sponsored by students at Berkeley and Los Angeles. The Santa Barbara School Aid Project provides both the exceptional and disadvantaged child with cultural experiences such as trips to museums, galleries, and concerts under supervision of U.C.S.B. volunteers. Santa Barbara students also supervise and direct all activities of the Santa Barbara Girls' Club and Boys' Club which are sponsored by the Associated Students. Additional students work with Scout troops in depressed areas and in an orphanage and serve as Big Brothers and Red Cross volunteers.

Additional Programs

At Berkeley, the Educational Opportunity Program hopes to be able to give students who are almost eligible for admission to the University but are not accepted fifty dollar grants to help defray the cost of books for their first year in Junior College, thus enabling them to become eligible to enroll in the University at a later date. The Educational Opportunity Program also places students in the University Extension Division, using this academic facility as a college of special studies for persons who are older, who have been out of school for a period of time, and who, because of family and/or work obligations, are not able to attend a junior college. The program pays their fees for a minimum number of courses in order to give them a chance to establish if they have the potential for University work.

The Los Angeles campus launched an additional program this summer in which ten students participated in a Summer Work Opportunity Program. Each student received $500 for his two months of work and each was assigned to a professor who provided a learning-work experience.

The Student Community Action Project on the Riverside campus encourages culturally disadvantaged citizens in the area to make greater use of local community services. To this end an office has been established in the East Side community--the Riverside minority area. The office, operated by volunteer students, disseminates information about welfare, medical aid, legal counsel, employment, housing, voting, and education.

During the major portion of 1966-67, the San Francisco campus participated in a Neighborhood Youth Corps program involving as many as fifteen high school dropouts. These youths have been employed on campus and have been exposed to the health sciences through informal discussions with physicians and tours of laboratories. Several boys have been hired as permanent employees and their progress has been followed by staff members who have taken a special interest in their need.

Another program, sponsored by San Diego students, is that of assisting the Tijuana "House of Hope," an orphanage, by providing needed manpower to build and repair several facilities. Over forty students have participated in this project and several hundred have contributed financial support.

It is the aim of the Santa Barbara Educational Opportunity Program to attach each student in the program to an especially interested faculty member, hopefully in his own discipline. This has provided these students with many experiences they could not have had otherwise and which proved of great value in their academic lives.

Program Plans for 1967-68

The Berkeley Educational Opportunity Program may expand its efforts in recruiting graduate students from southern Negro colleges if it is successful in soliciting new funds for additional financial assistance. Similarly the SOS Program at Berkeley may be expanded to inaugurate a small scale graduate-level program. The Irvine campus is submitting material to participate in the National Scholarship Service and Fund for Negro Students. The Los Angeles and San Diego campuses would like to expand each phase of their programs, for graduates, undergraduates, and high school students.

A College Assistance Program (CAP) is being developed in the Riverside area, sponsored jointly by the National Scholarship Service and Fund for Negro Students and the College Entrance Examination Board with U.C.R. as the sponsoring institution. CAP draws heavily upon college personnel to work in a continuing program with minority youngsters, primarily to motivate them, to bring them information about available assistance, and to directly assist them in deciding upon their educational and vocational goals.

At San Francisco, studies are now being made to determine the feasibility of establishing a relationship between the campus and local secondary schools. An important part of this proposal includes plans for a special program to encourage disadvantaged high school students to aspire to careers in the health sciences and to provide them with the means to realize such aspirations. Ideally, the program would address itself to a broad cross section of student needs and abilities varying from the problems of dropouts to the training of dentists, nurses, pharmacists, and physicians.

Santa Barbara plans for an "Upward Bound Project" for 1968-69, as discussed earlier. In addition, the campus wishes to establish closer ties with certain secondary schools enrolling American Indians in order to further recruiting and to add a new cultural dimension to the campus.

Santa Cruz has employed a full-time coordinator to enlarge the opportunities accessible to California children who are culturally and economically disadvantaged.

In summary, it must be stressed that on-going and projected programs are not hampered by a lack of deserving and needy students but by the unavailability of sufficient funds.

SECTION V

INDEPENDENT COLLEGES AND UNIVERSITIES IN CALIFORNIA

Many of California's private colleges and universities have developed programs designed to provide opportunities for disadvantaged students. With the cooperation of the Association of Independent California Colleges and Universities, an inventory of private college and university programs has been made. A summary of results follows of the 30 replies received of some 49 questionnaires distributed.[1] (Colleges replying represent those with the larger enrollments.)

Defining the Disadvantaged and Estimate of Their Numbers

Most colleges did not suggest modification of the operating definition of the disadvantaged suggested in the 1966 Martyn report: "A student from a family with extremely low income, most often living in slum areas of cities or extremely poor and isolated areas in rural communities." Twenty-four colleges accepted the definition as being substantially in accord with their conception. Stanford suggested that the operating definition was not useful for analytical purposes and stated the data they provided referred to undergraduate Negro and Mexican-American students only.

Three colleges proposed definitions stressing economic measures. Loyola University of Los Angeles defined disadvantaged as students from families usually in the $5,000 income bracket with two or three children. Scripps stated the definition should include ". . . families where the social and cultural background is sound or fairly high, but where, for reasons beyond their control, they face serious economic problems."

Using their own working definitions, colleges were asked to indicate the number of disadvantaged students enrolled in 1966-67. The number reported totaled 1,233 (compared to full-time enrollment for the institutions reporting such students of about 32,500).

Efforts to Increase Interest in Attending College

Although 9 of the 30 colleges responding stated they made no special efforts aimed at recruiting of disadvantaged young persons to attend college, most stated that they seek to enlist disadvantaged persons through their regular recruitment processes. (It should be noted that most private colleges have rather extensive programs for the identification and recruitment of potential students. Their efforts are generally much more extensive than those of public institutions.) In connection with these recruitment efforts, four stated they used information brochures and local publicity; seven reported visitations to high schools, and five stated they maintained contacts with community programs.

Claremont Men's College reported: "We visit secondary schools in areas where the vast majority of students come from culturally deprived home situations. We also participate in the new College Assistance Program jointly sponsored by the College Entrance Examination Board and the California State Scholarship and Loan Commission. This program is designed to lend professional counseling advice regarding college admission and financial aid to disadvantaged students."

---

[1] Acknowledgement of the questionnaire receipt was received from other small colleges and seminaries which reported they could not meaningfully reply. Total response, then, was 38 of the 49.

Fourteen of the Colleges cited the use of special admission considerations for disadvantaged students. At Loyola University of Los Angeles certain exceptions to standard admission procedures are made if the applicant passes a personal interview with the Committee on Admissions and has the necessary letters from principals, counselors and teachers attesting to his ability. At the University of San Francisco, students are admitted to the Evening College without the usual admission requirements under a program designed to serve 50 minority students.

Chapman College reported waiver of admission requirements in special circumstances such as for students who have been in an Upward Bound Program.

Occidental College states that exceptions to normal admission requirements are made for members of minority racial groups as far as test scores are concerned. This is in recognition of the cultural orientation of exams to some degree. Pomona College reports similar action including usually waiving application fees for disadvantaged.

Stanford, which also employs special procedures in respect to admissions standards, seeks to identify disadvantaged students through the National Achievement Scholarship Program, the NSSFNS, and groups such as the Mexican-American Political Association.

At the University of San Francisco, "The President of the University, by special action, admitted several disadvantaged candidates to our six weeks summer session pilot study. These students reflected ability but did not meet our regular admission norms. They registered for two, three unit courses selected by the Admissions Office and were informed if they received a minimum of a 'B' in one course and a 'C' in the other they would be admitted in the Fall as members of our Freshman class. The several who participated achieved the required grade point average and were offered admission."

Programs Aiding High School and Elementary School Students

Fourteen of the 30 colleges stated they offered no special programs off-campus to assist disadvantaged students enrolled in high schools. Two of the 16 institutions reporting programs wrote of the development of human relations councils. "Students at the Claremont Colleges participate in the operation Headstart Program which is a tutorial and teaching aid program and also participate through the Human Relations Council which is a tutorial program designed to help our Mexican-American community and other disadvantaged students in the area."

LaVerne College reported several community assistance programs at the college in which both faculty and students participated, as well as the efforts of the Student California Teachers Association which had arranged many tutorial assignments in a nearby charitable home for the disadvantaged and in a Catholic School near LaVerne.

The University of Southern California writes of a successful tutoring project, "In the Fall of 1963, two USC students initiated a small tutorial project in the Watts area of Los Angeles as part of an assignment in a sociology class. They began recruiting other USC students to help them and involved about 20 students in all. The effort was expanded greatly the next year, 1964-65, with over 250 USC students aiding nearly 300 elementary, junior high, and high school students. The following year over 300 USC students contributed over 9,000 hours of volunteer service and the program won a 1966 Vision Award sponsored by the Women's Division of the Los Angeles Chamber of Commerce. Interest was maintained in the program though it did not expand this year just past. However, it will be continued as a student project with the assistance of the Office of the Dean of Students."

College of the Holy Names cited a number of programs in the community including a Student Tutorial Program for students at parochial schools and the Alameda Girls' Home. Also reported were the Hundredth Sheep Program for assistance at the County Juvenile Hall and Amigos Anonymous assisting in village development in Mexico. Neighborhood Youth Corps has also been organized allowing high school students to work on the college campus.

Some 80 student volunteers from Loyola are reported tutoring students in the Watts and Venice area. These students in addition to helping young people with basic skills act as informal counselors. Similarly Occidental reports some 150 students active in off-campus efforts as well as an Upward Bound Program.

Pomona College students may participate in a number of community active programs. A listing provided all freshmen recently showed the following opportunities, coordinated through a student-run and financed Volunteer Service Center. (This listing is a useful summary of the different kinds of student-directed programs which may be developed.)

I. Social Action

Camp Afflerbaugh and Camp Paige--work with delinquent and disturbed boys, ages 13 to 18.
Continuation High School--a special program at Claremont High School geared to help potential drop-outs.
South Hill Project--work in developing community relations with a recently integrated Pomona church.
Social Welfare Office--work with family welfare cases.
Charter Oak--home and hospital for emotionally disturbed girls, ages 12 to 20.
Watts Project--work with the Westminister Neighborhood Association, a community center in Watts.

II. Rehabilitation and Clinical Work

Casa Colina Rehabilitation Center--work with the handicapped in physical rehabilitation and recreation.
Mental Health Association of the Claremont Colleges--work with mentally retarded children at Pacific State Hospital, work with women who have committed narcotic-related felonies at a state penal institution, discussion and recreation with the mentally ill at Metropolitan State Hospital.

III. Tutorial and Teacher Aide Programs

Operation Headstart--pre-school program for disadvantaged children.
Elementary School Needs--10 elementary schools in the area need tutors or teachers' aides. Work varies according to each school, and involves work in remedial reading, physical education, crafts, drama, science, and math.

IV. Human Relations Council of the Claremont Colleges

Tutorial Work with elementary schools.
Chino Settlement House--study halls for Mexican-American children, 1st through 12th grades.
Barrio Program--work with the Mexican-American community of Claremont. This involves pre-school tutoring and recreation, a crafts program, and recreation program for junior high school and high school students, work in the project house near the campuses.
Campfire Girls, Girl Scouts, Boy Scouts, Y.M.C.A.

V. Recreational Programs

Speakers and Entertainment Bureau--a file of specific talents of students to be made available for the use of service groups and organizations. Singing, playing of instruments, travelogues and slide shows, magicians, puppeteers, etc., invited to file talents.

On-Campus Programs Aiding Disadvantaged

Few of the colleges reported providing special programs for disadvantaged students after they had been admitted. (Twenty-six reported no such programs.)

However, some colleges, have developed special services for disadvantaged students. Golden Gate College has a program including tutorials using graduate students from the University and San Francisco State College.

San Francisco College for Women writes of special individual tutoring by senior students for disadvantaged applicants in mathematics and English grammar in preparation for academic work. The same procedure is followed by Westmont College, "For the first time, we will offer the services of a Freshman Advisory Council made up of upperclassmen who will serve to supplement academic advisors who are members of the faculty. The program is designed to have upperclassmen assigned to all freshmen students. The upperclass student is responsible for seeing that the needs of freshmen are brought to the attention of appropriate officers and faculty personnel."

Several departments at Redlands have initiated review sessions and tutorial sessions which are of particular benefit to disadvantaged students attending the institution.

Golden Gate College since 1965 has operated a work-study program designed primarily for disadvantaged persons. In the program basic skills are stressed initially. With the cooperation of business firms the students are placed in part-time jobs. Though the students are placed in regular classes at Golden Gate, many have had tutorial assistance and remedial work particularly in mathematics. Through the Spring 1967, 49 students were admitted. Of these, 32 were Negro and 10 from other minority groups. The college reports that persistence rates for these students are similar to the rest of their student body.

A review of the program after its first two years of operation led to the following comments which may be of value to other colleges in considering special programs:

> "Admissions requirements should be flexible. Disadvantaged youth with very high intelligence have available to them a wide range of financial aid which makes it possible to attend college. But there are a great many other minority youth with the capacity to do college work who cannot qualify for scholarships and may not be able to get into institutions with strict admissions standards."
>
> "A teaching-oriented institution with a strong undergraduate program may be more able to put on a successful program. Disadvantaged youth are most demanding of their teachers."
>
> "A small college with an adequate staff may be better equipped to give the personal attention that disadvantaged youth require."
>
> "They may have a greater chance of success in a career-oriented curriculum than a traditional liberal arts college. They are motivated by the desire to 'get ahead,' 'to make money.' The joy of learning is not yet at work, at least in their early college days. Courses must have relevance to some area of their experience in order to interest and involve them."
>
> "It also appears that the problem-solving approach to teaching may be more effective than broad theory and abstract relationships. The able disadvantaged youth is tough-minded and practical. He wants to know how knowledge relates to the 'here and now'."
>
> "Any institution contemplating such a program should make certain it has adequate financial aid funds--over and above the monies available for assistance to regular students."
>
> "Finally, the institution should be prepared to assign special full-time staff for all phases of recruiting, selection, job placement, and counseling."
>
> "Work-study programs for disadvantaged youth cannot be operated, we believe, on a mass production basis. They must be custom-designed and built on a one-to-one personal relationship. They are therefore relatively costly but the dividends to be realized are great for they represent the salvaging of young men and women who might otherwise become burdens on society instead of contributing members and future leaders."

Programs to Increase Attendance in Graduate Programs

In replying to the question concerning programs designed to encourage disadvantaged students to undertake graduate study, 22 of the schools reported no special efforts. Nine of the colleges cited general counseling in encouraging students to undertake advanced work. Pomona College replied that regular faculty advising at Pomona is such that all enrolled students are advised about the opportunities for graduate school, and we do not feel that any special program for disadvantaged students is necessary.

Informing perspective graduate students of financial aid available was cited by four of the respondents. For example, the University of Redlands replied, "Students who are theoretically capable of graduate study are identified as early as possible by professors and by student personnel and these are encouraged to make plans for graduate study. Those concerned point out the availability of scholarship stipends and/or assistantships."

Additional Programs

The University of San Francisco: "Since the Spring of 1963 we have had in operation a volunteer student organization, the Student Western Addition Project (SWAP), which annually provides 200 students for work in one of the city's major poverty areas, which also happens to be predominately Negro. Although the total program is addressed to persons of all ages, roughly 50 students from USF will be working during the coming year with approximately 200 disadvantaged students enrolled in high schools and with high school drop-outs."

At the University of Southern California students have raised funds for many years to sponsor and staff a Troy Camp, a summer project at which 125 disadvantaged youngsters from central Los Angeles spend a week in the San Jacinto mountains busy in outdoor crafts and sports. Also on campus, the YWCA has sponsored "Project Chance" since 1965. "Chance" which stands for "Child and and Community Enrichment", began with about fifty boys and girls in the first and second grade who met once a week with twenty USC students, men and women, for a recreational and crafts program, plays, visiting USC and was aimed at an enrichment of the environment of the children and at giving them an opportunity to relate to young people with differing cultural backgrounds.

The College of the Holy Names wrote of an Entomology Workshop for Children during the summers on campus at which children from lower socio-economic backgrounds are acquainted with life cycles, habits and the classifications of insects.

And Scripps College replied, "In the summer of 1967 a program for disadvantaged junior high school students was set up jointly by the Claremont Colleges and the California Association of Independent Schools in cooperation with the Boards of Education of the City of Los Angeles and Compton, which was entitled Project Open Future. This program was intended to try to identify a group of secondary school children in the Los Angeles and Compton public schools, and to attempt to give them a background in education, motivation, and information which would increase the possibility of their going on to college. This program was financed by the Danforth, Carnegie, and other foundations. Since two of the private secondary schools, Westridge and Webb, did not have residence facilities, 150 of these boys and girls together with their teachers and counselors (recruited from the secondary schools and the Claremont Colleges) were housed in two of the residence halls at Scripps College from July 1st to August 5th. During the academic year 1967-68 these same students will return to the Scripps campus on 18 Saturdays to continue the program begun this summer."

Program Plans

Twenty-three of the schools surveyed report no new programs for the disadvantaged under consideration. However, Harvey Mudd College stated: "The Claremont Colleges collectively are exploring funding opportunities for a program which would permit disadvantaged high school graduates to enter special programs of a non-degree nature operated by the Colleges, in order to prepare them to compete in higher education. The program is still in the preliminary stages."[1]

---

[1] Subsequent to this report the Claremont Colleges announced the establishment of such a program in part financed by a national foundation.

And Pomona College states that in the coming year they are participating in the Post-Baccalaureate Fellowship Program sponsored by the Rockefeller Foundation to prepare outstanding students from Negro colleges for graduate and professional schools. Five fellows will enroll as special students at Pomona, and will take regular Pomona courses and receive special advising from faculty members. They will also receive the regular assistance given students in gaining admission to graduate schools.

Golden Gate College is instituting this year a new program aimed at economically disadvantaged Junior College graduates. This program will continue in the 1968-69 year. Redlands is in the process of expanding its tutorial programs begun in English and mathematics throughout the University.

SECTION VI

FINANCIAL AID PROGRAMS FOR DISADVANTAGED

Financial aid programs are integral to providing higher education opportunities for the disadvantaged. Anticipation of the receipt of aid likely plays a major role in encouraging students to continue in high school and to make themselves eligible for attending college. Assurance of continuing aid once in college is necessary to maintain the student in college in order to complete the course of study he has chosen.

The kinds of aid given are important, as well, for the disadvantaged. The individual from an impoverished background may be less prepared to assume debts resulting from loans to continue his education. Also, psychologically he may resist borrowing. If the student is ill-prepared to begin college work and requires tutoring, extra study, and/or practice in expressing himself in English acceptable in the collegiate atmosphere, then he is perhaps less able to support himself in whole or in part through part-time work than is the student with fewer handicaps to overcome.

Financial assistance may permit the student from the urban ghetto to live in residence at a college. If he were to live at home commuting costs and time required, and lack of study space and opportunity might preclude his continued persistence in college work be it professionally or occupationally oriented.

A major review of financial aid programs has been recently completed for the Council as have important studies been made for the Regents of the University by the College Entrance Examination Board. The State Colleges, as well, have been in the process of examining their financial aid programs. Reference is made here to these studies as primary source documents in assessing financial aid of all types. Some findings of these studies should be noted for their general application to the provision of financial aid for the disadvantaged.

An inventory of student aid available in 1966-67 for all four segments of public higher education is summarized in Table A Appendix. The table is taken from the October 1967 staff report on financial assistance programs.[1] That inventory disclosed considerable variations in aid available to students among the institutions and the systems of which they are a part. On the whole, the report found, the University of California is the most favorably situated of the public segments in respect to scholarships and grants. The University student tends to seek employment less extensively than the students of other public segments, but he is more likely to seek out loans, at least according to inventory data. An average of $92 was borrowed per full-time undergraduate student at the University in 1966-67. At the State Colleges the figure was $57 and at the Junior Colleges $5.

Students in many State Colleges have very little possibility of securing institutional scholarships and grants. If they are in need they must, instead, seek loans, or more likely, outside employment.

The student in need in the Junior College generally has no where to turn but to loans or employment. Furthermore, some colleges do not appear to have emphasized those problems which might provide loans; this is perhaps partly due to limitations on availability of matching institutional funds required to participate, such as the National Defense Student Loan Program or College Work Study.

The inventory conducted concerning private college and university student assistance discloses programs of considerably greater scope in terms of dollars for scholarships and grants than in the public segments, much as would be expected. Sources of these funds are important in judging continued availability and possible trends. Patterns of borrowing are generally similar to the public segments, though loans appear to play a smaller role proportionately in meeting the individual's costs of education. Working aid, designed in part to assist students in need is apparently more common within private institutions than public.

---

[1] CCHE, 67-13 Rev., p. III-53

Many of the institutions inventoried in the survey made estimates of unmet student need during the past year. These estimates were much reflective of the current pattern of student aid in the respective system--University and private colleges estimates stressed scholarships and grants, State College and Junior Colleges loans and employment.

Federal Aid Programs

Federal aid programs have stressed the effort to give assistance to individuals from poverty circumstances. The Educational Opportunity Grant program is being used to benefit many students who would be considered disadvantaged within the operational definition used. These grants are made available to students from poverty family income situations.[1]

The 1967 inventory disclosed that all campuses of the University had some students in attendance receiving the E.O.G. funds. A campus by campus tabulation showed for 1966-67 the following:

CAMPUS	NUMBER OF STUDENTS
Berkeley	670
Davis	81
Irvine	22
Los Angeles	445
Riverside	132
San Diego	53
San Francisco	2
Santa Barbara	266
Santa Cruz	78
TOTAL	1,749

As in the case of the University, all State Colleges participated in the program. A tabulation of E.O.G. awards for 1966-67 at State Colleges shows the following:

CAMPUS	NUMBER OF STUDENTS
Dominguez Hills	9
Fullerton	36
Hayward	151
Long Beach	135
Los Angeles	394
Pomona (K-V)	50
San Luis Obispo	62
San Bernardino	5
Chico	240
Fresno	147
Humboldt	120
Sacramento	139
San Fernando	132
San Francisco	111
San Jose	396
Sonoma	32
San Diego	284
Stanislaus	6
TOTAL	2,449

Statewide 624 awards were reported in Junior Colleges (far less proportionately than in the other public four-year segments).

---

[1] The program to date has not been funded as was anticipated. Though colleges may seek funds for the Grants, they may be unavailable. This situation may change at any time.

Twenty-nine Junior Colleges apparently do not participate in the E.O.G. program. These include: Allan Hancock, Antelope Valley, Cerritos, Chabot, Coalinga, Compton, Cuesta, El Camino, Fresno, Gavilan, Grossmont, Imperial Valley, Lassen, L.A. Harbor, L.A. Pierce, L.A. Valley, Mira Costa, Mt. San Jacinto, Napa, Palo Verde, Reedley, Rio Hondo, Riverside, San Bernardino, Santa Barbara, Santa Rosa, Southwestern, Vallejo, and Victor Valley.[1] (The reason generally cited for not participating in the limited availability of matching funds required for each grant.)

Private colleges, as well, are participating in the E.O.G. program. Twenty-nine of the 39 colleges reporting in the inventory of student aid of this past summer reported participating in the program during 1966-67.

Another federally-sponsored effort is the College Work Study program which serves disadvantaged students along with others having financial need. Today most public institutions participate in the program and many private colleges and universities. Of the 30 private colleges replying to the questionnaire for this study, only 5 reported they did not have federal work study awards. Six of the 73 Junior Colleges reporting are not yet in the program. All University of California campuses and California State Colleges participate in the program.

Even if a particular college has limited financial aid available, this may be used in special ways to aid disadvantaged persons. Reports of such special efforts are presented below.

Special Efforts

University of California.[2] The Regent's Educational Opportunity Program Fund provides money to support campus programs on a five-to-one matching basis with campus resources coming from gifts by faculty, students, alumni, and others. In addition, disadvantaged students are assisted by the federal Educational Opportunity Grants, National Defense Student Loans, and Work-Study resources. The information presented below is concerned solely with those students participating in campus Educational Opportunity Programs.

At Berkeley, 272 Educational Opportunity students receive aid from these sources. Students in the Special Opportunity Scholarship Program who enter the University are guaranteed financial aid to cover need for their first two years. The financial aid package is composed of University grants and federal Educational Opportunity grants. During 1966-67, thirteen SOS students received aid; this year an additional 17 are receiving aid. In addition, 30 other SOS students, enrolled in Junior Colleges and State Colleges, are receiving assistance.

At Davis, 11 students in the Education Aid program are receiving assistance from the Regents' Educational Opportunity Fund and from campus and federal resources. Similarly, at Los Angeles 300 students in the Campus Educational Opportunity Program are receiving aid from these sources, as are 16 students in the Riverside program. Students in the San Diego Special Job and Scholarship Opportunity Program are supported by grants from the Regents' Educational Opportunity Fund and by campus matching monies and by aid from federal programs. Twenty-five are receiving aid from the Regents' fund and another 11 are receiving scholarships from other sources. The Santa Barbara campus has programs similar to these and some 41 disadvantaged youth have received scholarships from Regents' funds and funds donated by faculty, staff, students, and interested community groups. Additional awards have been made from federal resources. The Santa Cruz campus has made three grants from the Regents' program and campus matching funds to aid disadvantaged students.

Junior Colleges. Among the Junior Colleges reporting in the survey, 47 stated that they had some special aid funds of particular benefit for disadvantaged students, in addition to the federal aids available. Three schools noted the use of scholarships drawn from student funds to assist disadvantaged students. Allan Hancock indicated, "Our student association provides fifty scholarships amounting to $75 each to assist entering high school graduates. Funds are to be used primarily for purchase of text books."

---

[1] This listing is based upon the most recent published report of the Office of Education as corrected based on comments made on questionnaires received for this study. Some of the colleges listed may have applications pending or approved for 1968-69.

[2] Prepared by the Office of the Vice President--Educational Relations.

Los Angeles Valley College states that its associated students have made $3,000 per year available for disadvantaged students.

Diablo Valley College, using its own funds and federal income, is directing efforts toward a special federal census tract in the City of Pittsburg, the residents of which are predominantly Negro. Students in the area are given funds for personal and family maintenance, transportation, books, and supplies, either singly by the Bureau of Vocational Rehabilitation and Social Welfare, or in some individual cases granted to a student from both agencies.

Finally some colleges prepare special aid brochures such as that of the San Diego Junior Colleges.

A comment by oneJunior College is of interest regarding the availability of financial aids for disadvantaged for that segment:

"It is difficult for junior colleges to raise donations from private sources. The NDSL are tailored to four-year college needs. The state Guaranteed Loans gave promise of assisting our students but these funds have all now been cut off. The California State Scholarship program, as it has been redesigned and expanded, seems aimed at assisting private colleges and will work against encouraging disadvantaged students to go on to higher education.

"These trends seem particularly ill-advised at a time when more and more disadvantaged students are finding junior colleges as an 'open door' to higher education. The state and federal financial aid programs have apparently been designed without taking into consideration the expanding role of the junior college. These programs need to be studied with the junior college placed in its proper perspective so that the financial needs of the junior college students can be defined and met."

Private Colleges and Universities. Some ten private colleges report special aids for disadvantaged persons. Most others indicate the general availability of their gift aid resources for disadvantaged. As an example, St. Mary's College sets aside 5% of the total of its scholarship funds specifically for disadvantaged students. At San Luis Rey College full remission of tuition and other required fees is permitted according to individual needs. Occidental College reports that in addition to funds available for the disadvantaged student from the Educational Opportunity Grant program, aid is provided from the Rockefeller and White scholarships for students from racial minority groups.

State Colleges. Material included under the portion of Section II of the report concerning recruitment efforts suggests the uses of financial aids in benefiting disadvantaged.

SECTION VII

EXCEPTIONS TO ADMISSIONS REQUIREMENTS AT THE UNIVERSITY AND STATE COLLEGES

Among the recommendations resulting from the 1966 report was the following:

> **The Council directs its staff, as part of previously approved studies, to pay particular attention to the current and possible employment of the 2% exception to State College and University first-time freshmen admissions procedures for admission of disadvantaged students not otherwise eligible and to determine whether the 2% exception should be expanded with an additional 2% to accommodate such students. The Council further directs its staff to examine the possible employment of an additional 2% exception to State College and University Junior College transfer admission procedures for students who have completed 60 or less[1] units who are disadvantaged students not otherwise eligible.**

In discussion of this recommendation Council staff and representatives of the University and State Colleges determined that material should be requested from each of the segments directed to the general question: "Should there be any change in the 2% exception rule as applied to freshmen and advanced standing admissions?" The following was then requested:

1. Describe separately for the disadvantaged and non-disadvantaged admitted in the Fall 1966:

   a. Characteristics of students, including age, ethnic group (if possible), ability and academic experience levels in comparison to regular admittees, and reasons for admission as the institutions classify them.

   b. Statements of criteria used by your institutions to select students [illegible] admission under exceptions procedures.

   c. Procedures used in selection.

   d. Statements of criteria used in determining success.

   e. Success of students admitted under exceptions procedures in reference to "d" above. Institutional statistics on persistence, G.P.A., etc., will be most useful here.

2. Segmental recommendations on the need, if any, for changes in the current 2% exceptions rules either for first-time freshmen or admission with less than 60 units.

Data on the numbers of students admitted were also requested for the Fall 1967 for comparison purposes and to bring the statement up-to-date.

The provisions of the Master Plan which give rise to the question are the following:

> **For both the State Colleges and the University, freshmen admissions through special procedures outside the basic requirements of recommending units of high school work and/or aptitude tests (such as specials and exceptions to the rules) be limited to 2 per cent of all freshman admissions in each system for a given year. Furthermore that all "limited" students be required to meet regular admission standards.[2]**

* * *

---

[1] The action as approved was 60 or more units. In effect there are no limits on exceptions for transfers after completion of 60 units in either State Colleges or University. The action should have been "less." A correction was made at the March 1967 Council meeting.

[2] See, CCHE, Minutes, May 22-23, 1967.

2

The State Colleges and the University require a minimum of at least 56 units of acceptable advanced standing credit before considering the admission of applicants ineligible to admission as freshmen because of inadequate grades in high school, except for curricula that require earlier transfer, and except also that each state college and campus of the University, through special procedures developed by each, be permitted to accept for earlier transfer not more than 2 per cent of all students who make application for advanced standing in any year.

The question of the 2% exceptions has been examined from time to time in a number of contexts. Recently it has been determined by the Council that "adult special students" should be counted within the 2% in State Colleges, whereas those students entering State College technical programs in agriculture (two-year curricula) should not be counted against the 2% quota.[1] It should be noted that in the Master Plan statements shown above the 2% freshman exceptions are based on admissions while the 2% exceptions for advanced standing (but with less than 56 units) are based upon "students who make application." There are, of course, typically more applications than actual admissions. It is not clear as to whether the difference in wording is intentional, but to be consistent admissions could be the basis in both instances for calculation to establish the quota.[2]

For the most part, the University and State Colleges have not in the past indicated the presence of a significant problem in connection with restrictions imposed by the 2% limitation. Recently, however, greater efforts have been made to admit students from disadvantaged circumstances who have not met all admissions requirements. Concern has been expressed as to the limits imposed by the existing exceptions procedures. Changes have been suggested. The exceptions procedures in the first place, it is pointed out, were designed to provide some flexibility to meet demands of alumni, for athletics, persons living close to a particular campus, and to permit admittance of persons with special skills and/or borderline qualification. It has been stated that the Master Plan Survey Team and those approving its recommendations did not anticipate the great interest currently shown in the disadvantaged, and therefore the disadvantaged, as such, were not considered in the discussions leading to the Master Plan.

Recognizing that admission standards are academic barriers which may limit access to the four-year public colleges, considerable interest has been shown recently in expanding the exceptions percentage--especially for entering freshmen. This interest has been expressed by members of the Legislature as well as by persons in the segments.

There is some urgency to a determination of the desirable course to take. The State Colleges and University are now entering into the admissions cycle for 1968-69 and will need to be informed if any liberalization in the exceptions procedures is to be recommended.

Following are the University statements and those of the State Colleges together with data relating to the 2%.

University of California[3]

Characteristics. It is very difficult if not impossible under present circumstances to distinguish statistically between students admitted by special action who are socio-economically disadvantaged as compared with other students admitted by special action. Probably the best present procedure would be to look upon the "disadvantaged" students as those who come to the University under the aegis of the Educational Opportunity Program. Opinions expressed by several of the Admissions Officers suggest that when this approach is employed, the following conclusions might be reached:

1. The largest ethnic group represented is Negro, with smaller numbers of Orientals, and a few Mexican-American and other Caucasians.
2. In average age, the disadvantaged students tend to be a little older. This results from the fact that many are drop-outs from school at some earlier time in their careers.

---

[1] See CCHE, State College Technical Curricula in Agriculture, 67-6, March 28, 1967. Also CCHE, Minutes, May 22-23, 1967.

[2] This question will be considered within the May 1968 report to the Council on Students in Higher Education.

[3] The material following was prepared by Frank Kidner, Vice President--Educational Relations.

3. In academic achievement at time of admission both groups are lower than regular admittees--if they were not, they would not be special action cases.

The primary consideration in admitting students from the disadvantaged group is the same as that for other students--the probability of success. The statement of criteria which follows will answer this question except to say that circumstances require larger risks in the case of some of the so-called disadvantaged students.

Statement of Criteria. Students whose records show them to be ineligible but who are called to the attention of the Admissions Officer by a member of his staff, a faculty member, high school or Junior College counselor or the like may be considered for special action. Considerations which would lead to favorable action would be, for example:

1. High Test records.
2. Ability to suceed according to judgment of high school principal.
3. Exceptional strength in one or more fields or evidence of strong preparation for the applicant's objective.
4. A poor grade, semester, or year that seems out of line with the rest of the record.
5. Marked tendency toward improved scholarship or a generally improving record.
6. Circumstances such as illness or evidence of achievement in the face of physical handicap.
7. Mature persons (*e.g.*, graduate nurses) whose original plans did not include a university education.
8. Outstanding ability in one or more special areas--art, athletics, drama, leadership, literature, mathematics, music.
9. Evidence of strong motivation.

Procedures used in the selection of special action students were established in December, 1962. They state that students being considered for admission by special action should be called to the attention of the Admissions Officer who frequently, in consultation with a faculty committee, makes an assessment of the student's probable success and makes a recommendation in the affirmative or the negative. A final decision is then made by the Admissions Officer in conjunction with the Chancellor.

The University recommends that an additional 2% be allowed for special action cases (both in respect to freshmen admissions as well as lower division exceptions), and that this increase should be available only to the socio-economically disadvantaged students. If the Coordinating Council acts favorably on this recommendation, it would be necessary to develop a definition of the prospective disadvantaged student in contrast to other students admitted under the 2% rule.

* * *

A recent report to the Regents summarizes findings of a study of the grade point averages for 1966-67 for special exceptions compared to the student body as a whole:

> The scholastic records of students admitted by special action as freshmen were, as might be expected, somewhat less satisfactory than the records of the University of California freshmen in the aggregate. This is particularly true at the lower end of the range of scholastic achievement at the University. To illustrate this point it should be noted that 30% of the freshmen admitted by special action failed to achieve a "C" average (2.0 GPA) as compared with 23% of the freshmen admitted and registered in the three-year period 1963-66. Similarly, only 13% of the freshmen admitted under special action in the Fall of 1966 achieved an average of "B" (3.0 GPA) or above as compared with 21% of the students admitted for the Fall terms of 1963-66.

(Table I summarizes the numbers of students admitted as freshmen under the 2% rule 1966 and 1967 by the University. Table II shows the numbers of exceptions for the lower division transfers.)

TABLE I

ADMISSION OF FIRST-TIME FRESHMEN TO THE UNIVERSITY THROUGH THE "2% EXCEPTION RULES"[1]
FALL TERM - 1966 AND 1967

ITEM	1966	1967
Total First-Time Freshmen Admissions	19,509	21,040
Admissions Available through 2% Rule	390	420
Number of "Exceptions" Admitted	293	395
Admitted "Exceptions" as a % of All Admissions	1.50%	1.88%
Number of "Exceptions" Enrolling	218	322
Enrolled "Exceptions" as a % of All Admissions	1.12%	1.53%
Number of Exceptions Admitted as "Disadvantaged"[2]	46	67
Admitted "Disadvantaged" as a % of All Admissions	.24%	.32%
Admitted "Disadvantaged" as a % of All Exceptions Admitted	16.70%	26.60%

---

[1] The Master Plan states: "For both the state colleges and University, freshman admissions . . . outside the basic requirements . . . be limited to 2 percent of all freshman admission . . . for a given year."

[2] The number of "disadvantaged" enrolling is not available from data submitted.

TABLE II

ADMISSION OF STUDENTS TO ADVANCED STANDING IN THE UNIVERSITY THROUGH THE "2% EXCEPTION RULE"[1]
FALL TERM - 1966 AND 1967

ITEM	1966	1967
Total Applicants for Advanced Standing	17,950	16,160
Admissions Available through 2% Rule	359	323
Number of "Exceptions" Admitted	283	333
Admitted "Exceptions" as a % of All Applicants	1.58%	2.06%
Number of "Exceptions" Enrolling	230	288
Enrolled "Exceptions" as a % of All Applicants	1.28%	1.78%
Number of Exceptions Admitted as "Disadvantaged"	19	43
Admitted "Disadvantaged" as a % of All Applicants	.11	.27%
Admitted "Disadvantaged" as a % of Admitted Exceptions	6.71%	12.91%
Number of "Disadvantaged" Who Enroll	N/A	N/A

---

[1] The Master Plan provides: "The state colleges and University require a minimum of at least 56 units of acceptable advanced standing credit before considering the admission of applicants ineligible to admission as freshmen because of inadequate grades in high school, . . . except also that each state college and campus of the University . . . be permitted to accept for earlier transfer not more than 2 percent of all students who make application for advanced standing in any year."

A similar comparison for the students admitted in special action and in advanced standing is somewhat more favorable. In this group, 25% established a record less than a "C" (2.0 GPA) as compared with 24% of the entrants from California public junior colleges in the three-year period 1963-66, and 17% achieved a record of "B" (3.0 GPA) or above as compared with 19% of the junior college transfers referred to above. The somewhat more favorable record of the students admitted by special action in advanced standing is to be explained in large part by the additional information available at a later point in the student's career on which to estimate the probability of his success in the University. In any case, it is not surprising that the records established by students admitted by special action are somewhat less satisfactory than the records established by University of California undergraduates as a whole in the period immediately subsequent to their first registration.

California State Colleges

The State Colleges, as well as the University, have collected data concerning the 2% exceptions for both freshmen admissions and lower division transfers with emphasis placed upon the use of the exceptions procedures for the benefit of disadvantaged students.

The State College report is prefaced with the following statement from Chancellor Glenn Dumke's letter of transmittal:

> I believe it is important to bear in mind that programs for the disadvantaged are a relatively recent development, and that the actual number of students admitted as exceptions in conjunction with such programs is not at present sufficient in itself to justify either expansion or maintenance of present limitations.
>
> We are giving consideration to the implications raised by the report data, and after appropriate review, we shall prepare proposals for changes that seem to us to be desirable and warranted.[1]

Following is the material prepared by the State Colleges:

First-time Freshmen. In Fall 1966, 24,014 first-time freshmen were offered admission to the California State Colleges. Among them were 333 who did not meet established minimum eligibility standards. Two hundred sixty-one of this number, or 1.1% of all freshmen admissions actually enrolled. Reported use of "exception" admissions in conjunction with programs for the "disadvantaged" was minimal, totaling 65 throughout the system. However, it should be noted that several colleges were unable to provide this data since available records were not in all cases so classified. (Table III presents data for Fall 1966 and 1967. See Appendix Table D for college by college data.)

In the Fall of 1967, 26,682 freshmen were admitted, an increase of 11% over the previous fall. Four hundred eighty-two failed to meet minimum eligibility standards (See Table III). Four hundred twenty-five of this number, or 1.6% of all freshmen admissions actually enrolled. This represents an increase of 65% over the previous fall; chiefly as a result of the launching of several programs for the disadvantaged and a widespread recognition of the need for immediate action even if on only a limited basis. The admission of 226 students in conjunction with programs for the disadvantaged represents a nearly four-fold increase.

Since performance data was requested "after the fact," all colleges could not provide necessary information. Fourteen colleges provided data for 238 of the 261 exceptions enrolled in 1966. Of this group, 10 (4%) did not complete a full term. Of the remaining 228, 67 (29%) earned grade point averages higher than the mean for all freshmen, 35 (15%) performed as well, while 127 (56%) earned grade point averages below the freshmen mean.

One hundred thirty-nine (61%) achieved grade point averages above that which would be predicted for students meeting minimum eligibility standards. Since the minimum eligibility index represents a predicted grade point average of 1.90, it might be said that these were "successes." Twelve of the colleges reporting, had "success" rates of 50% or higher. The range was 41-100%.

---

[1] Letter to Acting Director Willard Spalding, January 11, 1968.

TABLE III

ADMISSION OF FIRST-TIME FRESHMEN TO THE CALIFORNIA STATE COLLEGES THROUGH THE "2% EXCEPTION RULE"[1]
FALL TERM - 1966 AND 1967

ITEM	1966	1967
Total First-time Freshmen Admissions	24,014	26,682
Admissions Available through the 2% Rule	480	534
Number of "Exceptions" Admitted[2]	333	482
Admitted "Exceptions" as a % of All Admissions	1.39%	1.81%
Number of "Exceptions" Enrolled	261	425
Enrolled "Exceptions" as a % of All Admissions	1.09%	1.59%
Number of Exceptions Admitted as "Disadvantaged"[3]	65	226
Admitted "Disadvantaged" as a % of All Admissions	.27%	.85%
Admitted "Disadvantaged" as a % of All Exceptions Admitted	19.50%	46.90%

---

[1] The Master Plan states: "For both the State Colleges and University, freshman admissions . . . outside the basic requirements . . . be limited to 2 percent of all freshman admissions . . . for a given year."

[2] Adult specials excluded.

[3] The number of "disadvantaged" enrolling is not available from data submitted. Includes only specifically identified and admitted to programs for disadvantaged.

It is difficult to report in any concise fashion the basis for making particular exceptions. The vast majority reflect a judgment by a senior administrative officer or faculty committee that there have been extenuating circumstances and that the applicant does possess a reasonable chance of succeeding. The colleges were asked to give the primary reason for granting admission. Many responses could not be tabulated as they were too broad. For instance, "professional judgment" or "see criteria." The remainder seemed to relate primarily to a "late bloomer" or "error" category. Two colleges did use the word "athlete," but it can be presumed that other factors were also considered. Sixty percent classified as exceptions earned grade point averages of 1.90 or better.

Lower Division Transfers. In Fall 1966, 49,902 applications were received from undergraduate transfers and 395 were admitted as exceptions. In Fall 1967, 57,940 transfers applied and 400 were admitted as exceptions. Actual enrollment of transfer exceptions for these two years was 300 (0.6%) and 336 (0.6%) respectively. Admissions related to programs for the disadvantaged rose from 33 in Fall 1966 to 93 in Fall 1967. Table IV summarizes the data for the system for both years.

Fifteen colleges reported performance data on the lower division "exceptions" admitted in Fall 1966. Four percent did not complete a full term. Of the remainder, 55% did as well or better than the mean for regularly admitted students.

Probation and disqualification data were submitted for only about one half of the total group. Of this group, 7% have been disqualified, 21% are on probation, 72% have either achieved or maintained clear standing.

Only 11% of the students enrolled entered with grade point averages below 2.0. The remainder presented satisfactory collegiate records, i.e., they failed to meet minimum admission requirements solely because of ineligibility as first-time freshmen. A large number of this group were admitted primarily because they were within less than a semester of upper division status and continuation at a Junior College might unnecessarily lengthen their college careers.

Criteria and Admissions Procedures. As noted earlier "exception" admission provisions are generally made by a senior staff member within established guidelines. An effort is made to gather all pertinent evidence which might indicate that ordinary measures of ability and aptitude do not tell the whole story. Generally, a petition and letters of recommendation are required and in many instances the student is also required to stand for a personal interview.

TABLE IV

ADMISSION OF STUDENTS TO ADVANCED STANDING IN THE CALIFORNIA STATE COLLEGES THROUGH THE "2% EXCEPTION RULE"[1]
FALL TERM - 1966 AND 1967

ITEM	1966	1967
Total Applicants for Advanced Standing	49,902	57,940
Admissions Available through the "2% Rule"	998	1,159
Number of "Exceptions" Admitted	395	400
Admitted "Exceptions" as a % of Total Applicants	.79%	.69%
Number of "Exceptions" Enrolled	300	336
Enrolled "Exceptions" as a % of All Applicants	.60%	.58%
Number of Exceptions Admitted as "Disadvantaged"	33	93
Admitted "Disadvantaged" as a % of All Applicants	.07%	.16%
Admitted "Disadvantaged" as a % of Admitted Exceptions	8.35%	23.25%
Number of "Disadvantaged" Who Enroll	N/A	N/A

---

[1] The Master Plan provides: "The state colleges and University require a minimum of at least 56 units of acceptable advanced standing credit before considering the admission of applicants ineligible to admission as freshmen because of inadequate grades in high school, . . . except also that each state college and campus of the University, through special procedures developed by each, be permitted to accept for earlier transfer not more than 2 percent of all students who make application for advanced standing in any year.

The responsible officer or committee looks to these documents as well as evidence of marked improvement in academic performance, high ability and aptitude in relation to major area(s) of interest and special talents which might offset a generally unsatisfactory record. Finally, there must be a belief that the students' educational interests will best be served by favorable action.

Procedures for "disadvantaged" applicants differ chiefly in emphasis rather than substance. Cultural differences are considered in particular in assessing test scores. Often when an applicant presents superior grades, a satisfactory quantitative score, but an extremely low verbal score, closer investigation uncovers parents who are at best semi-literate (in relation to the English language as spoken and written by the middle class).

* * * *

Based on their own review, the State College report suggests four areas for additional study:

1. Study the advisability of reducing the cut-off point for lower division exceptions from 60 to 56 semester units (this is the basic limit in the Master Plan and the number used by the University).
2. Conduct a study of applicants who barely meet minimum eligibility requirements to determine the advisability of reducing the "regularly eligible" group and establishing an alternative procedure for selecting a portion of the "upper one-third" that would allow for subjective judgment if it significantly increases predictability of success.
3. Devise systematic means for continuing to gather information on "exceptions," particularly those classified as "disadvantaged."
4. Consider desirability of deleting specific quantitative limits on "exception" admissions and substituting principles governing such admission programs.

Summary and Comment

Freshmen Exceptions. Data provided by the University and the State Colleges show that in respect to exceptions to admissions standards for first-time freshmen the two systems are roughly comparable in the usage of the 2% available. This similarlity is illustrated in Table V.

In 1967 both systems admitted the equivalent of 1.8% of all freshmen admissions under exceptions procedures. However, if one looks at actual enrollments of persons admitted under such exceptions, each segment reports about 1.6%. The State Colleges in 1967 report that nearly 50% of all exceptions to freshmen admissions are disadvantaged, while under University designations, some 27% of all exceptions to freshmen admissions would so qualify. (Systemwide it appears the University designation of disadvantaged as "all E.O.P. students" may be more precise than state college designations.)

The University is requesting an additional special category of 2% of freshmen admissions for use of disadvantaged and the State Colleges are reported to have a policy statement on the matter under study.

It should be pointed out that the two segments differ somewhat in their approaches to the 2% exceptions. First of all, the University holds to a strict interpretation of the Master Plan statement and appears to consider the quota to be determined by taking 2% of all admissions as the maximum possible number for admissions as exceptions. Actual enrollees are, therefore, less than this maximum number since many individuals who have been admitted fail to register. It would appear possible to remain within the spirit of the Master Plan recommendation and "over-subscribe" in the admission of exceptions to a number that would account for those who fail to register (the experience of the past two years would indicate a percentage between 15% and 20%). This would potentially provide some additional openings.

The State Colleges, though not yet exceeding 2% of all admissions, appear to be placing stress upon actual enrollees in determining their percentages.

The two segmental approaches also differ in that the State Colleges' policy in that each institution can admit no more than 2% of all freshmen admissions at that campus as an exception. The University approaches the percentage on a systemwide basis as the Master Plan recommendation implies.

Assuming that individuals who "failed to register" would not be counted against the 2% quota, in 1967 the University could have admitted another 98 disadvantaged students under existing rules and the State Colleges 109.[1]

---

[1] More could have been admitted if any of the 109 failed to enroll.

addition, each system had the option of reducing the number of students other than disadvantaged admitted under exceptions procedures to provide additional spaces for disadvantaged. If all of the 2% quota were used for disadvantaged then some 534 could have been admitted in the State Colleges, as opposed to the 226 disadvantaged as defined by the Colleges, and in the University the number could have been 420 as compared to the 67 admitted in the Educational Opportunity Program as exceptions. (Obviously, there are many cases for exceptions besides "disadvantageness" and the total quota should be used to meet all needs in a reasonable and equitable manner.)

In considering the numbers involved it must be recognized that 2% of all admissions is still a small number compared to the total freshmen admissions. However, as the percentage increases, so does the magnitude. At some point the instructional program would likely need to take greater account of substantial numbers of students admitted under less than normal admissions criteria. Furthermore, equity toward students who are not eligible, and are not "disadvantaged" may be considered when policy is reviewed. Many of these students may desire to attend a State College or University campus and can do so only if admitted as an exception to standards.

TABLE V

COMPARISON OF UNIVERSITY AND STATE COLLEGE ADMISSION OF FIRST-TIME FRESHMEN THROUGH THE "2% EXCEPTION RULE" FALL TERM - 1966 AND 1967

ITEM	1966		1967	
	University	State Colleges	University	State Colleges
Admitted "Exceptions" as a % of All First-time Freshman Admissions	1.50%	1.39%	1.88%	1.81%
Enrolled "Exceptions" as a % of All First-time Freshman Admissions	1.12%	1.09%	1.53%	1.59%
Enrolled "Exceptions" as a % of Admitted Exceptions	55.90%	78.40%	81.50%	88.20%
Percent of "Exceptions" Admitted as "Disadvantaged"	16.70%	19.50%	26.60%	46.90%
Admitted "Disadvantaged" as a % of All First-time Freshman Admissions	.24%	.27%	.32%	.85%

Substantial increases in the numbers of exceptions may begin to call into question the standards themselves. A different approach might be employed in establishing standards whereby certain students could be admitted under academic criteria and test scores and others on differing bases--yet still within the equivalent percentage of high school graduates called for in the Master Plan.[1]

In considering modification of the percentages, it must be recalled that the admissions percentages suggested by the Master Plan were also designed to encourage the diversion of able students to the Junior Colleges. Modification of exceptions procedures would appear to affect this basic policy adversely.

---

[1] Though the Master Plan spoke of the "top" one-eighth and "top" one-third for University and State College admissions respectively, the Plan left the determination of the group to each segment. The view has been to identify the group most likely to succeed in the respective systems.

Adjustment in percentages of exceptions upward, may cause increases in the numbers of student accommodated in the State Colleges or the University with consequent increases in capital outlay costs and instructional costs. This factor could be met with corresponding decreases of other groups of students admitted.

Traditional measures of academic ability (and therefore eligibility) to the University or State Colleges are recognized as favoring the middle class majority for it is this grouping which has established the norms for the measures used--such as tests (and their contents) and grades received in academic subjects. Recognition of this problem could be made by the systems by an increase in exceptions.

An increase in the number of exceptions by whatever method besides being a demonstration of higher education's interest in and attention to the needs and problems of disadvantaged youth, would tend to expand the spectrum of kinds of students in the four-year institutions. Where they are now typically middle class institutions, increase in exceptions would permit a more heterogenous student body to develop.

An important qualification, however, should be stated. Recruitment and admission to the institution is not enough. Nor is the assurance of financial support. If the student is not eligible under normal admissions standards, then he most likely will require special attention in handling academic work required. Tutorials, programmed learning centers, computer assisted instruction, special individual and group counseling, may all be required. The institutional inventory tends to show the limited development of these kinds of programs.

One proposal which would, in part, meet the qualifications noted above would allow disadvantaged students to be admitted to special programs without regard to the 2% exceptions procedures. This would permit additional exceptions only in instances where there was the program to assist the student to adjust to college life and to persist. A "program" to qualify would be considered to be more comprehensive than one for simply providing financial aid (though this would likely be a major element in any program). The Educational Opportunities Programs at Berkeley and Los Angeles, for example, could be considered as models. In addition, proposals for pilot efforts at certain State Colleges if approved and funded may provide such program opportunities in the State Colleges for disadvantaged. Adoption of this general proposal recommended of the ad hoc committee reviewing this report would not preclude the use of the existing 2% exceptions quotas for some students who are disadvantaged and not identified as part of a specific program as is now the case.

Advanced Standing Exceptions

A comparison of University and State College admission of students to advanced standing through the 2% exception rule is shown in Table VI. It is apparent from the table that the University is making greater use of the 2% rule for making exceptions than the State Colleges. Both systems have increased the numbers of exceptions over 1966 admitted as disadvantaged; with the State Colleges almost tripling the numbers admitted and the University almost doubling the numbers.

It should be remembered that under the 2% exceptions rule for advanced standing that only students with less than 56 units of advanced standing credit are encompassed and would normally transfer from a Junior College prior to the completion of their Junior College program. This procedure would work against the diversion of students from the University and State Colleges to the Junior Colleges.

There are several reasons why it would be desirable for disadvantaged students to transfer prior to the completion of their Junior College program; one could be the availability of more adequate student aid programs in the four-year segments and the possibility of removing such students from undesirable home conditions.

TABLE VI

COMPARISON OF UNIVERSITY AND STATE COLLEGE ADMISSION OF STUDENTS TO ADVANCED STANDING THROUGH THE "2% EXCEPTION RULE"[1]

FALL TERM - 1966 AND 1967

ITEM	1966		1967	
	University	State Colleges	University	State Colleges
Admitted "Exceptions" as a % of All Applicants	1.58%	.79%	2.06%	.69%
Enrolled "Exceptions" as a % of All Applicants	1.28%	.60%	1.78%	.58%
Enrolled "Exceptions" as a % of Admitted Exceptions	81.27%	75.95%	86.48%	84.00%
Percent of "Exceptions" Admitted as "Disadvantaged"	6.71%	8.35%	12.91%	23.25%
Admitted "Disadvantaged" as a % of All Applicants	.11%	.07%	.27%	.16%

---

[1] The Master Plan provides: "The state colleges and University require a minimum of at least 56 units of acceptable advanced standing credit before considering the admission of applicants ineligible to admission as freshmen because of inadequate grades in high school, . . . except also that each state college and campus of the University, through special procedures developed by each, be permitted to accept for earlier transfer not more than 2 percent of all students who make application for advanced standing in any year.

SECTION VIII

OTHER PROGRAMS: EVALUATIONS AND IMPLEMENTATION OF COUNCIL RECOMMENDATIONS

Other Programs

Several other programs should be noted as well as those included in the segmental inventories which are designed to assist disadvantaged students in entering and succeeding in higher education.

A non-profit corporation has recently been established to assist in coordinating existing and emerging talent search activities and to stimulate and develop new projects. The organization, called the Council on Educational Opportunity, has a board of directors including membership from the segments of higher education, the Coordinating Council, the Scholarship and Loan Commission and other interest groups as well as the community at large.

At present this Council is sponsoring an educational clearinghouse in central Los Angeles, financed in large measure with funds from the Higher Education Act of 1965 (Section 408). This clearinghouse, using mobile offices, is seeking to stimulate interest in attending college on the part of young persons--mostly Negro and Mexican-American. An effort is then made to bring the would-be student to the attention of colleges which provide financial aids and other programs for him. A similar program is being proposed for the Fresno area. Another talent identification program financed through the federal program is located in the Bay Area. This program called the PACT Clearinghouse assists in identifying potential students for colleges in the region.

Another focus of planned activity for the Council on Educational Opportunity has been to facilitate the exchange and distribution of information on resources and programs relating to the disadvantaged. Materials are needed for use of students, their families and high school counselors concerning the programs and aids which are available. The contemplated program would provide for such information not now available in easy to use form. Applications for support of such programs are pending.

The Council, it should be noted, also sponsors activities such as a Statewide Seminar on Race and Poverty in Higher Education scheduled for February 29, 1968.

A number of colleges in the inventory of programs reported operating Upward Bound Programs. This program, sponsored by the Office of Economic Opportunity, provides for special offerings to high school students from low income circumstances generally in the summer between the tenth and eleventh and eleventh and twelfth grades. Students are usually brought on college campuses where they may live as they undertake a specially-designed program. They receive $10 a week allowance and are furnished board, books and supplies. Nationally 249 programs are planned during this current academic year to serve 22,396 students at a cost of $28,161,285. In California the following colleges had Upward Bound Programs this past summer:

California State at Fullerton (102 students)
Chico State College (115)
Humboldt State College (54)
Marymount (60)
Mills College (110)
Occidental College (105)
San Francisco State College (124)
University of California, Berkeley (160)
University of California, Los Angeles (64)
University of California, Riverside (77)
Redlands University (80)

Evaluations

On the whole relatively few colleges in any segment have reported evaluations of their programs designed for the disadvantaged. In part this is due to the relative newness of the programs.

The University of California reported evaluations of campus programs as follows:

> At Berkeley, the Office of Institutional Research and the Counseling Center have been asked to do a four-year follow-up study of EOP students. During the first two quarters of 1966-67, 52 percent of the 128 students in the program achieved a "C" average or better. Nearly one-half of these students were admitted in exception to the regular admissions standards. Of the EOP students admitted in exception to the rules, 45 percent achieved a "C" average or better. Of all students in the program, 16 percent had a "B" average or better for the fall quarter, and 25 percent a "B" average or better in the winter quarter. This year there are 345 students in the program.
>
> No formal evaluations have been made of the Davis programs; however, comments from individuals working in the program indicate that these are successful.
>
> The Upward Bound Project at UCLA has had 13 graduates from the program. All 13 are now in college. This past year there were 137 students in the Educational Opportunity Program and only 7 were lost through academic dismissal. This year there are 370 students in the program, a number sufficiently large to permit a significant evaluation at the end of the year.
>
> Riverside reports that its program is considered a success because of the retention of the students and their success on campus.
>
> At San Francisco, evaluations have been of an informal nature and have taken the form of feedback. In the future more objective techniques of evaluation will become a part of planning.
>
> The San Diego Special Job and Scholarship Opportunity Program is the only program on that campus that has been in operation long enough to attempt a serious and comprehensive evaluation. It is judged successful because, as a result of the program, 33 disadvantaged youths are registered on campus as full-time University students.
>
> The Santa Barbara programs are judged successful by the numbers participating and by the fact that the number of minority students coming to the campus has increased.
>
> Additional data available on the academic performance of students in the Educational Opportunity Programs will be available at the end of the current academic year.

The State Colleges report little in the way of evaluation of their programs. San Francisco State College has made an evaluation of a tutorial program sponsored during the 1966-67 academic year. During the fall of 1966, fourteen students were enrolled under an experimental admissions program sponsored by the tutorial staff at San Francisco State College. There were students from disadvantaged backgrounds who had worked with our tutors on campus. The tutorial staff at San Francisco identified these students as having the potential for success at our institution. At the completion of one year's experience at the college, one of the students was disqualified, four students withdrew, five were on probation and the remaining were in clear status. A follow-up study was made by the Admissions Officer with the general conclusion that these students should not have been admitted without appropriate financial and academic assistance from the college. It was his finding that the group's high rate of non-success was not a result of the inability of the student to succeed, but rather the lack of academic assistance to make up for the handicap in this area created by problems these students have faced due to their general relationship to society and the lack of financial assistance required to relieve their financial burden.

The State Colleges also state that an evaluation procedure has been developed for a tutorial program run by Cal Poly (K-V) in the Rowland School District.

Questionnaires returned by private colleges disclose only limited evaluation efforts.

Though some Junior Colleges have prepared some evaluations of student success in special curricula disadvantaged students as such are not generally identified. Diablo Valley reported in its reply that results of an evaluation of its special program for a Pittsburg Census tract show that a combination of work study is apparently needed to minimize the tendency to drop out.

Implementation of Council Recommendations

Before summarizing findings of the survey, it is useful to review in brief the status of implementation of the 1966 recommendations of the Coordinating Council. In summary form, the following is the case:

RECOMMENDATION	IMPLEMENTATION
1. The Council directs its staff to actively encourage the segments of public higher education, together with other interested agencies such as the Office of Compensatory Education, California State Scholarship Commission and private colleges and universities as they may wish to participate, to develop special regional and/or statewide efforts to provide information concerning financial aid and college admissions information to counselors, junior and senior high school students, and their parents, especially from disadvantaged areas. Such special efforts might include preparation of special printed materials and organization of task forces; a pilot effort may first be made in a geographical area of major need.	1. Groups such as the Council on Educational Opportunity have sought to fill need, though programs haven't been funded. Information is likely more available than two years ago, though continued improvement is needed.
2. In recognition of the special opportunity and benefits of the federally sponsored Work Study program, the Council advises the Trustees of the California State Colleges, the Regents of the University of California, and State Board of Education on behalf of the public Junior Colleges, and private colleges and universities to expand Work Study programs among the institutions of each segment. Each governing board on behalf of their respective institutions shall report to the Council by September 1, 1967, on the extent and uses of Work Study programs at that time.	2. In general all segments are taking advantage of the program. The recommendation may be considered implemented.

RECOMMENDATION	IMPLEMENTATION
3. The Council requests the California State Scholarship Commission to assess the need for undergraduate and graduate grants-in-aid in the segments of higher education in light of previous proposals and studies and taking note of current programs such as those of the Regents of the University of California and the newly developed federal programs. The report of this review should be made to the Council by November 1, 1967, and should include recommendations as to method of administration and source of funds should new, special State programs be found necessary.	3. The Scholarship and Loan Commission due to fund limitations could not undertake this study in 1966-67. The studies of the Council, the Regents, and the State Colleges appear to meet the intent of the recommendation sufficiently, so that it may be considered implemented.
4. The Council directs its staff to study jointly with the segments of higher education, the desirability of experimental higher education institutions and programs designed to meet the requirements of culturally disadvantaged students. This study of need for experimental institutions and programs to be reported to the Council by November 1967, with progress reports invited by November 1966, should take into account factors of location, student ethnic mix, overall curricula, and the employment of existing institutions and programs in such a manner.	4. Efforts were made by the staff to determine the proper elements in such a study. Discussions at ad hoc committee meetings and correspondence with segmental representatives led to a staff conclusion that comprehensive study in 1967 would not be fruitful.[1]
5. The Council advises the Trustees, the Regents, the State Board of Education on behalf of the public Junior Colleges, and the private colleges and universities to encourage the continued development of student tutorial and community involvement projects conducted at individual colleges and campuses.	5. These programs appear to be continuing and have expanded since 1966. The recommendation appears to be in the process of implementation.
6. The Council advises the Trustees, the Regents, the State Board of Education on behalf of the public Junior Colleges, and the private colleges and universities to explore ways of expanding efforts to stimulate students from disadvantaged situations to seek higher education. These efforts should take place within present admissions policies and procedures--placing a special responsibility upon California's public Junior Colleges.	6. Extensive recruitment efforts are now going forward of a variety of kinds sponsored by some institutions (though not by all) and other groups. The recommendation is in the process of implementation.
7. (2% recommendation, See Section VII)	

---

[1] The private college and university questionnaires included a question relative to the value of the notion of such experimental institutions. Six of those which replied found some merit in the concept, but 19 said "no" generally most positively. Some colleges suggested the use of consortia to carry on special programs in certain areas.

	RECOMMENDATION		IMPLEMENTATION
8.	The Council requests the Trustees, Regents and private colleges and universities to study the special programs designed or used for compensatory education of the disadvantaged in their respective institutions and to make report of such studies to the Council by September 1, 1967. Such studies should include emphasis on an evaluation of the programs in terms of student success and later progress in higher education and need for new approaches. The Council requests that the State Board of Education on behalf of the public Junior Colleges conduct a similar study for report by September 1, 1967, including examination of the need for and value of special learning centers for disadvantaged students. The Director of the Council shall suggest elements to be included within these studies; the studies shall be reviewed by the staff and comment made thereon to the Council.	8.	The recommendation has been implemented to a limited extent. Some evaluations have been performed on exceptions *per se*. The biggest task faces Junior Colleges in assessing the uses of remedial courses for disadvantaged and so-called bloc courses and offerings. (A study for the Junior College Advisory Panel to the State Board of Education will contribute to meeting the intent of this recommendation.) The task for State Colleges is significantly less. The University has no special courses as such for disadvantaged.
9.	The Council advises the University of California that to undertake an interdisciplinary continuing study of the basic requirements of the socio-economically disadvantaged would be in the interest of the State.	9.	Not implemented.
10.	The Council advises the California State Colleges that establishment of an institute for the study of teaching reading and language skills to the disadvantaged would be in the interest of the State.	10.	Not implemented.

SECTION IX

SUMMARY OF FINDINGS

1. Programs of higher education benefiting disadvantaged persons are of three types:

   a. Programs designed to encourage entrance into higher education.

   b. Programs to assist and increase the persistence of disadvantaged once they have gained access to higher education.

   c. Programs designed and sponsored by colleges to aid the disadvantaged in the community in general through the use of college resources.

2. Most institutions define disadvantaged in general terms with emphasis on cultural factors, limited income, and geographic location.

3. Since the Martyn survey for the Coordinating Council in late 1965, it appears that there has been a major increase in the numbers of higher education programs of all types directed toward the disadvantaged. These programs are more likely to focus on recruitment into higher education and efforts to help the community in general. Special programs and attention paid to disadvantaged once entered into higher education, though noted in many instances, are not as extensive.

4. A major limitation on the potential numbers of disadvantaged in higher education is likely that of academic eligibility. Students may not have been motivated in public school years to make themselves eligible and/or persist to high school graduation; other limitations include little expectation of comprehensive financial aid in college, geographic barriers, and family and social influences.

5. The disadvantaged student, if admissible and identifiable, today has the greater likelihood of financial aid to meet his requirements as well as other needed attention if he attends a four-year college, public or private, as opposed to a junior college.

6. One method of increasing the accessibility of the University and State Colleges to disadvantaged not otherwise academically eligible may be to provide for special admissions provisions. The University recommends so doing by providing a special category equivalent to 2% of freshmen admissions for entering freshmen and a similar special category equivalent to 2% of applications of transfer students with less than 56 units for those seeking entrance who have some collegiate work. These special categories for exceptions would be in addition to the exceptions procedures provided for in the Master Plan. State College policy positions are pending.

7. An ad hoc committee of segmental representatives reviewing the question of the need for additional admissions exceptions advises the following:

   > The existing 2% exceptions provisions continue to apply for exceptions to admissions standards and that in addition the California State Colleges and the University of California be permitted to admit in exception to the rules that number of disadvantaged students which they can accommodate in programs designed to aid these students subject to post-audit review by the Coordinating Council in respect to the success of students within the programs. Furthermore, the California

State Colleges, the University of California and the independent colleges and universities working with the Junior Colleges develop vertical and integrated programs whereby additional disadvantaged students receive initial training in Junior Colleges and move into the four-year institutions. It is pointed out, as well, that the programs designed for disadvantaged indicated above will be comprehensive and not merely limited to financial aids but will include such elements as tutoring, special counseling, and/or unique curricula.

8. Measured in terms of fall 1967 freshmen students enrolling under existing exception procedures, both segments admitted somewhat less than the 2% provided for: the University 1.53% and the State Colleges 1.59%. For transfer students with less than 56 units the figure was 1.78% in the University and .58% in the State Colleges. The numbers of disadvantaged students involved are:

	(Fall 1967)	
	CSC	UC
Number of disadvantaged admitted and under 2% freshman rule	226	67
Number of disadvantaged admitted under 2% advance standing rule	93	43

9. Proposals for new programs to assist disadvantaged students in higher education which may require state funding are under consideration by the Legislature and by the systems themselves.

10. An in-depth study of existing Junior College programs for disadvantaged is now underway for the Junior College Advisory Panel of the State Board of Education. The results of this study may warrant close study by the new Board of Governors and the Council.

11. The concept of special institutions designed to serve poverty areas has not been explored by the segments of higher education to any marked extent.

12. The recommendations of the Council relating to the coordinated and continuing study of basic requirements of socio-economically disadvantaged at the University of California and an institute for study of teaching reading and language skills at the California State Colleges have not yet been implemented.

13. Federal student aid programs such as Work Study and Educational Opportunity Grants are being utilized by most four-year colleges though some Junior Colleges are reluctant to apply for E.O.G. and N.D.S.L. funds due in part to matching fund limitations and administration costs. (Nationally the programs have not grown as expected due to funding limitations.)

14. Though improvements are being made, there continue to be problems in making students, their families and counselors, aware of aids, special programs, and ways and means of entering higher education. There is also limited exchange of information concerning the successes and problems of programs designed to aid the disadvantaged.

15. The creation of new programs for disadvantaged in higher education and expansion of those in existence is limited in great measure by the funds available. Some programs such as the development of learning

centers using computers, for example, perhaps can best be developed jointly by the different systems of education because of costs involved and resources needed.

16. To date little evaluation has been made of existing programs for disadvantaged nor is there yet sufficient data on the persistence of disadvantaged in higher education and the relationships of special programs to that persistence.

APPENDIX

Summary of Student Aid Awards--Graduate and Undergraduate
U.C., C.S.C., J.C., P.C.
July 1966--June 1967

Scholarships and Grants[a] (gift aid)	Undergraduate		Graduate	
	Awards	Amount	Awards	Amount
Inst. Admin.				
U.C.	7,583	$ 3,048,757	6,293	$10,157,809[b]
C.S.C.	4,858	1,634,299	710	836,307
J.C.	5,051	789,691	-	-
P.C.	13,738	10,124,061	6,979	11,604,034
Non Inst. Admin.				
St. Scholar.				
U.C.	1,980	488,897	-	-
C.S.C.	409	41,296	-	-
P.C.	3,453	3,894,678		
Total	37,072	$20,021,397	22,077	$25,522,523
Other[f]				
U.C.	-	-	633	$ 2,551,097[e]
P.C.	2,719	$ 2,284,396	8,085	2,924,373
G.I. Bill	37,555[c]	3,750,000[d]	-	-
LOANS				
Federal				
U.C.	5,533	$ 3,011,612	2,884	$ 2,749,603
C.S.C.	6,848	4,053,756	1,989	1,775,807
J.C.	1,061	387,358	-	-
P.C.	6,690	4,010,388	2,144	1,891,075
Inst. & Other				
U.C.	14,604	1,732,370	3,281	886,024
C.S.C.	10,314	1,059,629	1,602	164,569
J.C.	7,850	278,823	-	-
P.C.	2,992	1,311,944	1,510	746,143
Total	55,892	16,905,509	13,410	$ 8,213,221
Guaranteed Loans[h]				
U.C.	574	386,868	444	353,359
C.S.C.	2,084	1,140,099	498	294,253
J.C.	505	318,890	-	-
P.C.	937	677,704	278	224,343
TOTAL	4,550	$ 2,523,561	1,220	$ 871,955

WORKING AID	Undergraduate		Graduate	
	Awards	Amount	Awards	Amount
College Wk Study				
U.C.	4,449	$3,260,169	1,512	$1,505,406
C.S.C.	6,558	3,998,971	1,623	1,228,755
J.C.	8,670	3,218,430	-	-
P.C.	2,741	1,046,891	321	245,668
Other[g]				
U.C.	10	1,000	-	-
C.S.C.	-	-	-	-
J.C.	4,845	1,358,154	-	-
P.C.	3,760	2,180,412	127	71,854
Total	31,023	$6,445,733	3,583	$3,051,683
Grad Asst.				
U.C.			5,722	2,861(AVG)
C.S.C.			633	1,233(AVG)
P.C.			3,129	1,750(AVG)
TOTAL:			9,484	$1,948(AVG)

Financial Aid Packages	Undergraduate	Graduate
U.C.	7,121	1,210
C.S.C.	8,430	2,602
J.C.	4,251	-
P.C.	9,472	4,152
TOTAL:	29,274	7,964

NOTES:

a - Does not include privately awarded scholarships and fellowships, aid to students as survivors, etc.

b - Includes out of state tuition

c - Includes graduates and undergraduates, full and part-time

d - Estimate

e - Complete data not available on all non institutionally administered federal graduate fellowships, research grants to students, and traineeships

f - Privately awarded scholarships not reported for undergraduates in the public segments

g - Employment under the control of Aids Officer

h - Totals based on Scholarship & Loan Commission data